



## Local Control 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
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## Plan Summary [2021-22]

### General Information

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

Shasta View Academy (SVA) began serving students on August 21, 2019. It is a TK-12 personalized learning/independent study charter school governed by the New Day Academy, Inc. Board of Directors and sponsored by Columbia Elementary School District. The school serves students in Shasta, Modoc, Tehama, Trinity, Siskiyou, and Lassen Counties. Enrollment in the 2021-2022 school year is anticipated to be 500 students. The student population is 37% socioeconomically disadvantaged and 1% English Learners.

The school organization has been serving students with a personalized learning program that follows California Independent Study Law and regulations including state independent study attendance accounting since the year 2000. The school staff is committed to assisting parents who choose the independent study/homeschool model for their children. To facilitate success, each student is assigned a credentialed teacher who works with the parent/guardian and student to create a personalized learning program based on student strengths, needs, and interests.

### Organizational Mission Statement

“The mission of Shasta View Academy is to provide an innovative personalized learning program that honors parental choice. The School supports students through a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.”

The school provides standards based curriculum that emphasizes the development of strong core learning competencies necessary to lead a fulfilled and successful life. Particular attention is devoted to English/Language Arts, Mathematics, Science, and Social Studies. Additional resources and instruction are offered in the areas of Visual and Performing Arts, Physical Education, Technology, as well as a variety of elective subjects using educational enrichment vendors, computer software programs, and community college concurrent enrollment. In addition to their assigned Credentialed Teacher, students are supported by SVA staff that includes the SVA Director, Librarian/Curriculum Specialist, Reading Specialist, Math Specialist, Writing Specialist, and 2 High School Coordinators.

In addition to assisting the student in completing all course work required to receive a high school diploma, the staff works to help each student to become a successful contributing member of society. This is accomplished by equipping the student for appropriate career and educational choices after high school.

## Reflections: Successes

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

Goal 1: Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

Shasta View Academy has successfully implemented and supported Goal #1 with the accomplishments outlined below.

### Conditions for Learning

#### 1. Basic – Fully Credentialed and Appropriately Assigned Teachers

SVA employs, supervises, and evaluates 27 highly qualified general education teachers, 1 Reading Specialist, 1 Math Specialist, 1 Writing Specialist, and 2 High School Coordinators.

SVA has a fully implemented Special Education Program functioning as an LEA under the El Dorado Charter SELPA that includes 7 fully credentialed staff employed by SVA.

### Conditions for Learning

#### 1. Basic – Staff Professional Development

SVA school administrators evaluated individual staff qualifications, provided support for teachers where CSTP standards were not yet mastered, and created a professional development plan for each staff member.

SVA provided professional development opportunities to all staff members through the County Office of Education and private vendors. 54 staff members attended training sessions in the 20-21 school year.

SVA administration increased the frequency of virtual staff meetings to once per week in order to discuss student progress and achievement, instruction, assessment, and intervention as well as COVID protocol updates.

#### Conditions for Learning

##### 1. Basic – Standards Based Instructional Materials

SVA purchases a wide array of grade level, standards-based curriculum and ensures that every student has access to the materials that best meet their individual educational plan.

SVA offers a wide selection of online course options for all grade levels.

#### Conditions for Learning

##### 1. Basic - Clean and Safe Facilities

SVA operates two safe and clean Resource Centers in Redding within the Columbia Elementary School District boundary to facilitate student services that include special education services, an onsite library, computer labs for assessment and instruction, classrooms for small class instruction, and tutoring.

SVA has maintenance and safety plans for all school sites to ensure a safe and clean environment for all students and stakeholders.

#### Conditions for Learning

##### 2. Implementation of State Standards

SVA has successfully implemented state academic standards for all students in Language Arts, Mathematics, Social Science, Science, Career Technical Education, Health, Physical Education, World Languages, and Visual and Performing Arts.

SVA maintains a CA State Standards-aligned a-g approved course list (includes online courses).

#### Conditions for Learning

##### 2. Student Access to a Broad Course of Study

SVA offers a wide array of courses of study for all grade levels to include Language Arts, Math, Social Studies, Science, PE, and electives.

Parent and student survey results indicate that both groups are very satisfied with the courses offered by SVA.

#### School Climate

##### 6. Parent and Family Engagement, Local Climate Survey

SVA created and distributed annual surveys for parents, high school students, students grades 5-8, and staff. Surveys completed in the spring of 2021 indicated that parents and students are very satisfied with the SVA staff, curriculum, resource materials, and courses offered at all grade levels. They also reported that the school facilities are clean and well maintained.

SVA's annual staff survey completed in the spring of 2021 indicates that school employees are highly satisfied with SVA employment, salary and benefits, supervision, professional development, and school climate.

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Goal 2: Improve student achievement and performance. Prepare students to be college and career ready.

Shasta View Academy has successfully implemented and supported Goal #2 with the accomplishments outlined below.

#### Pupil Outcomes

##### 4. Pupil Achievement – Internal Assessment Administration and Progress Report Delivery to Parents

Local Assessment Results in Reading and Math – SVA administered i-Ready to students in grades 1-9 in the 20-21 school year. Results outlined below indicate that student scores improved and more students performed at or above grade level in both Math and Reading at the end of the school year.

#### Results for Math

i-Ready Math scores fall 2020:

40% at or above grade level

42% one grade below

19% two or more grade levels below

i-Ready Math scores spring 2021

58% at or above grade level

27% one grade below

16% two or more grade levels below

#### Results for Reading

i-Ready Reading scores fall 2020:

55% at or above grade level

26% one grade level below

19% two or more grade levels below

i-Ready Reading scores spring 2021

68% at or above grade level

19% one grade below

13% two or more grade levels below

#### Progress Report Delivery

i-Ready assessment results were delivered to parents in a timely manner.

#### Pupil Outcomes

##### 4. Pupil Achievement - The annual development of a personalized learning plan for every student in grades TK-12.

In the 2020-2021 school year, SVA general education teachers developed personalized learning plans for each student. The plans were supported by the assigned teacher, a reading specialist, a math specialist, the high school coordinators, 3 administrators, 5 support staff members, and the parent/guardians.

The following actions were taken to support the student plans:

Math Support - SVA hired a Mathematics Specialist at the beginning of the 20-21 school year. The specialist worked to build a strong math program to include:

12 online/interactive grade level math classes

14 online/self paced grade level and topic-based math classes

A math blog posted to our school website with training and helpful links for students and parents.

Math curriculum reviews to help teachers and parents select appropriate materials for each student

Weekly one on one math tutoring

Reading Support - SVA continued to employ a Reading Specialist during the 2020-21 school year who assessed all TK and K students using the DIBELS assessment in the Fall, Winter, and Spring and assisted teachers and parents with curriculum recommendations and training in online reading programs. The Reading Specialist tutored students who performed below grade level, participated in the creation of Academic Growth Plans when necessary, and worked cooperatively with Special Education Staff to support the reading skills of students with special needs.

High School Support - SVA employed 2 High School Coordinators in the 20-21 school year. A coordinator worked with each high school student to develop a high school course and graduation plan that identified student goals, strengths, and post high school plans. The HS Coordinators also support the development and use of our CTE Pathways, provide staff assistance and guidance with course selection, create and engage in high school activities and opportunities, facilitate college outreach, develop and provide oversight to a full a-g course list, and offer annual Career Choices classes in Shasta and Modoc Counties.

Pupil Outcomes

4. Pupil Achievement – Intervention for students working below grade level.

SVA ensures student success through a three tiered intervention program - Students scoring below grade level on the i-Ready internal assessment in math and/or reading had a teacher/parent created Academic Growth Plan to facilitate intervention strategies. The plans included the provision of extra academic support, tutoring with the assigned teacher and/or academic specialist, online supplementary resources, and completion of prescriptive i-Ready lessons.

Pupil Outcomes

4. Pupil Achievement – State CAASPP Assessments

SBAC Assessment - SVA began serving students in August 2019. The school does not have previous state test score results.

SVA administered the SBAC assessment in the spring of 2021. Results will be reported when released by CDE.

Pupil Outcomes

4. Pupil Achievement – Successful Completion of A-G Requirements

In the 20-21 school year, 56 students took a-g courses and 98% of those students completed the course.

#### Pupil Outcomes

##### 4. Pupil Achievement - College and Career Indicator Performance Levels

In the 20-21 school year of the 36 SVA graduates, 17 students (47%) met the dashboard criteria for prepared, 4 students (11%) met the criteria for approaching prepared, 13 students (36%) met the criteria for not prepared.

SVA teachers received training in the implementation of the school's CTE Pathways throughout the 20-21 school year.

High School students and students were encouraged to use the CTE Pathways that include online and community college course offerings.

#### Pupil Outcomes

##### 4. Pupil Achievement - English Learner Reclassification Rate

ELPAC Results – SVA did not administer the ELPAC in the 20-21 school year due to COVID. SVA has one ELL student enrolled and they were supported with their personalized learning plan.

#### Pupil Outcomes

##### 4. Pupil Achievement - Grade Level Promotion

SVA's grade level promotion rate in the 20-21 school year was 99%.

#### Engagement

##### 5. Pupil Engagement - High School Graduation Rate

SVA's High School Graduation Rate in the 20-21 school year was 100%.

#### Conditions for Learning

##### 7. Course Access - Unduplicated Student Access to Programs and Services.

100% of SVA's unduplicated students had access to all programs and services in the 20-21 school year.

#### Engagement

##### Parent Involvement - Annual Survey results regarding academic achievement.

99.8% of parents who completed our annual survey reported that they were very satisfied or satisfied with their student's academic progress and achievement.

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Goal 3: Improve and develop systems to support school connectivity, participation, and communication.

Shasta View Academy has successfully implemented and supported Goal #3 with the accomplishments outlined below.

#### Engagement

##### 5. Pupil Engagement – Attendance Rate

SVA uses the School Pathways student information system to track student attendance throughout the year.

In the 20-21 school year, SVA had a 98.47% attendance rate at P-2.

#### Engagement

##### 5. Pupil Engagement - Chronic Absenteeism rate for grades TK-12

In the 18-19 school year, SVA had a school wide chronic absenteeism rate of .2%.

#### Engagement

##### 5. School Climate - Expulsion Rate

In the 20-21 school year, SVA's expulsion rate was 0%.

#### Engagement

##### 6. School Climate - Suspension rate

In the 20-21 school year, SVA had zero suspensions.

#### Engagement

##### 5. Pupil Engagement - Dropout rate for high school students

In the 20-21 school year, SVA's high school dropout rate was 0%.

#### Engagement

##### 5. Pupil Engagement - Dropout rate for middle school students

In the 20-21 school year, SVA's middle school dropout rate was 0%.

#### Engagement

##### 3. Parent Involvement -Parent Input in Decision Making

In the 20-21 school year, the annual parent survey indicated that 100% of parents agree that they have opportunities to give input to school related decisions.

SVA conducted an online informational parent meeting in August to introduce families to our program and conducted 2 parent informational meetings seeking input to the LCAP (January and May).

SVA has 4 parents on the school Advisory Council. The council met quarterly to discuss and give input to school policy, LCAP development, and planning for the 21-22 school year.

The SVA Board of Directors includes 4 parents. The board met on a monthly basis to guide school management, policy, budget and the school's future.

#### Engagement

##### 3. Parent Involvement

Annual Parent Survey results regarding school wide communication.

In the 20-21 school year, a parent survey indicated that 100% of parents use the Parent Square portal for communication and are satisfied with the program.

SVA created and maintained a professional website. In the 20-21 school year, information was added to the site to support families with COVID-19 related difficulties and mental health challenges.

## Engagement

### 3. Parent Involvement

Annual Parent Survey results regarding satisfaction with SVA.

In the 20-21 school year, the annual parent survey indicated that 100% of parents are very satisfied or satisfied with SVA.

## Engagement

### 6. School Climate – Student activities promoting participation and connectivity.

SVA offered monthly math and writing contests to promote connectivity and engagement.

SVA held a virtual school talent show, participated in SCOE's Arts Alive program, and held a STEAM fair to showcase student talents and achievements.

SVA High School Coordinators offered a virtual College and Career Preparation Course. 35 students attended and completed the course.

## 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.

### Mathematics Competency

SVA began serving students in the 19-20 school year. To date, the school does not have State Assessment Scores. I-Ready internal math assessments administered in the spring of the 20-21 school year indicated the following:

58% of our students assessed at or above grade level

27% of our students assessed one grade below

16% of our students assessed two or more grade levels below

Given these results, SVA is focusing on Mathematics competency as an area of need. The following actions were taken in the 2020-2021 school year to address the need for improvement:

Students scoring below grade level on the i-Ready internal assessment had a teacher/parent created intervention plan to provide extra academic support, tutoring with the assigned teacher and/or academic specialist, online supplementary resources, completion of prescriptive i-Ready lessons, and use of appropriate curriculum.

SVA hired a Mathematics Specialist in August of 2020 to develop a school wide mathematics program to include online grade level classes and instruction, tutoring, parent coaching and instruction, website resources, curriculum guidance, and SVA Teacher support.

i-Ready score increases demonstrated that these actions were successful in contributing to student's academic growth.

### Language Arts Competency

SVA began serving students in the 19-20 school year. To date, the school does not have State Assessment Scores. I-Ready internal reading assessments administered in the spring of the 20-21 school year indicated the following:



68% of our students assessed at or above grade level  
19% of our students assessed one grade below  
13% of our students assessed two or more grade levels below

While the majority of students are reading at or above grade level, SVA is committed to growth and improvement in reading and writing. The following actions were taken in the 2020-2021 school year to support academic growth in Language Arts:

Students scoring below grade level on the i-Ready internal assessment had a teacher/parent created intervention plan to provide extra academic support, tutoring with the assigned teacher and/or academic specialist, online supplementary resources, completion of prescriptive i-Ready lessons, and use of appropriate curriculum.

SVA funded a Reading Specialist in the 20-21 year to provide support to struggling readers. Intervention activities included one on one tutoring, diagnostic evaluation of reading skills, prescriptive lessons to develop skills, parent coaching and instruction, provision of website resources, curriculum guidance, and NDA Teacher support.

In May of 2021, SVA hired and funded a Writing Specialist to develop a schoolwide writing program. The program will include online and in person writing classes for all grade levels, parent and teacher training, curriculum guidance, monthly writing packets for all grade levels and monthly contests for all students.

i-Ready score increases demonstrated that these actions were successful in contributing to student's academic growth.

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#### College Career Readiness

In the 20-21 school year, SVA High School students met the following criteria:

47% of the students ranked as well prepared for college.  
11% of the students ranked as approaching prepared for college.  
36% of the students ranked as not prepared for college.

While SVA is above the state average in this metric, stakeholders agreed that this is an area of concern and the following actions were taken in the 20-21 school year to improve the percentage of high school students who rank as prepared. The following actions were taken in the 2020-2021 school year to increase the percentage of students ranking as well prepared for college:

SVA's High School Coordinators provided training to all SVA Teachers in August 2020 regarding the college/career prepared qualifiers.

SVA High School Coordinators discussed elements of preparedness with parents and designed course plans to support it.

SVA staff recognizes that students in Modoc County and other rural areas have less access to college courses. The High School Coordinator in that area is researching online college options for the 21-22 school year.

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#### Chronic Absenteeism

SVA's 20-21 Chronic Absenteeism rate is .2% (state average is 10.1%).

While SVA is well below the state average for Chronic Absenteeism, the school continued to monitor work completion and compliance with our independent study protocols. Students who were not in compliance with the school's compliance policies to include work completion, work quality, and consistent communication with the assigned SVA Teacher, were given non-compliance reports to address the deficits. The non-compliance report included actions to remedy the deficits and intervention meetings with administration to identify issues and support corrective actions.

#### Stakeholder Engagement

The SVA annual surveys completed by parents, high school students, and students grades 5-8 all indicated that they would like to see a return to schoolwide activities that were impacted by COVID-19 restrictions. In response, SVA has plans to offer the following in the 21-22 school year:

On site supplementary math, writing, and science classes.

Onsite tutoring options for all grade levels.

Monthly field trip opportunities for all grade levels.

Development of a Natural Resource CTE course to include outdoor learning experiences.

## LCAP Highlights

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

Goal 1: Students will have access to highly qualified teachers, standards aligned materials, a broad course of study, and a resource center that is safe and clean.

Key features in this LCAP:

Credentialed staff will include 27 highly qualified general education teachers, 3 Academic Specialists (Reading, Writing, Math), 2 High School Coordinators, and an administrative staff to include the School Director, an Academic/Assessment Coordinator, and a Site/Program Coordinator.

The school will employ and supervise a fully implemented Special Education Program functioning as an LEA under the El Dorado Charter SELPA that includes credentialed staff employed by SVA.

Professional development opportunities will be offered to all staff with an emphasis on Social Emotional Learning, Trauma Informed Practices, CTE Pathways, College Career Readiness Standards, Next Generation Science Standards, Mathematics Instruction, and Reading intervention strategies.

The school will provide a full array of standards based curriculum for all grade levels.

The school will offer a wide selection of online course options for all grade levels.

The school will offer a wide array of courses to support a broad course of study.

A complete list of updated UC a-g approved course options will be available to high school students.

A safe and clean Resource Center will be located in Redding with improvements to facilitate student services including: special education services, an onsite library, computer labs for assessment and instruction, classrooms for small class instruction, and tutoring.

A maintenance plan and a safety plan will be updated and implemented for the Redding Resource Center to ensure a safe and clean environment for all students and stakeholders.

Goal 2: Improve student achievement and performance. Prepare students to be college and career ready.

Key features in this LCAP:

Personalized learning plans will be developed for each student and supported by the assigned teacher, a writing specialist, a reading specialist, a high school coordinator, 1 administrator, and the parents/guardians.

All unduplicated student groups will have full access to effective curriculum and individualized support.

The school will continue using DIBELS and i-Ready as internal assessment systems for all grade levels. Information will be used to assign appropriate curriculum and to identify students in need of extra assistance to achieve grade level standards.

An effective intervention program for students performing below grade level will be followed.

Grade level math classes and topic based intervention math classes will be offered at the Shasta View Resource Center both in person and virtually.

Mathematics support and tutoring will be provided in all areas of service (Alturas, Burney, Redding).

High School Coordinators will work with each high school student to develop a graduation plan that identifies student goals, strengths, and post high school plans.

SVA CTE Pathways will be offered to high school students and supported by online and community college course offerings.

Goal 3: Improve and develop systems to support school connectivity, participation, and communication.

Key features in this year's LCAP:

The school will use the School Pathways student information system to track student attendance throughout the year.

The school will have an informational parent meeting in August to introduce families to our program.

The school will maintain a professional website.

The school will use Parent Square as an internal communication network to keep all stakeholders informed about events and important information.

The school will offer educational field trips on a monthly basis to promote connectivity and engagement.

The school will plan and execute a school talent show and STEAM fair to showcase student talents and achievements.

The school will implement monthly math and writing contests.

## 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.

Not applicable. SVA is not eligible for comprehensive support and improvement.

**Support for Identified Schools**

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

Not applicable. SVA is not eligible for comprehensive support and improvement.

**Monitoring and Evaluating Effectiveness**

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

Not applicable. SVA is not eligible for comprehensive support and improvement.

# Stakeholder Engagement

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

## Stakeholder Process:

The SVA staff and administration consulted the following stakeholders in the planning process for the SVA 2021 LCAP.

### Parents

Due to the independent study program model, parents and students are in constant communication with their assigned SVA Teacher. A formal learning period meeting occurs every 20 school days and the teacher discusses students' progress, work completed by the student, services offered by the school, curriculum, and any other topics that the parents would like to discuss. This process allows the school to consistently gauge its success in serving students throughout the year.

There are four parents on the school's Advisory Council. The LCAP was a discussion item at each of the four council meetings this year. The council did an outstanding job reviewing goals and action items and suggesting new actions to meet goals in the 21-22 school year.

The NDA, Inc. Board of Directors has 4 parents on the board and the LCAP was reviewed and discussed at each monthly meeting. The board gave input to the school's progress, goals, and action items.

SVA held two schoolwide parent meetings aimed at evaluating the education program. At each meeting parents discussed the program, gave input to goals, discussed the school's strengths, and offered suggestions for improvement.

SVA created and distributed a parent survey in September addressing the Learning Continuity and Attendance Plan, the annual parent survey in March of 2021, and a survey for parents of special needs students in March of 2021. The parent responses were analyzed and the results were used in the LCAP development process. 126 parents responded to the annual survey.

### Students

Students meet with their assigned Teacher consistently throughout the school year. The SVA Teacher discusses their personalized program, reviews their work, tutors the student as needed, and has the opportunity to hear what the students think about the program.

There are two high school students on the school's Advisory Council. As stated above, the LCAP was a discussion item at each meeting, and suggestions were recorded in the meeting minutes.

High school students and students grades 5-8 completed the annual surveys in March 2021. Survey results were an important part of the LCAP development process. 66 students responded to the survey.

### Staff

The school staff met virtually on a weekly or bi-weekly basis throughout the 20-21 school year. The LCAP goals and progress were reviewed at each meeting and suggestions were recorded for the creation of the new document.

SVA staff completed the annual staff survey in March 2021. Survey results were used in the LCAP development process.

## A summary of the feedback provided by specific stakeholder groups.

### Parents

Parent input was collected using 3 surveys during the 20/21 school year, 2 parent informational meetings, monthly parent meetings with the assigned SVA Teacher, and open communication with the School Director.

Basic Conditions of Learning, State Standards, and Course Access:

Parents are pleased with their student's academic progress and personalized learning plans this year.

Parents report a high degree of satisfaction with their assigned teacher and support from school specialists (Reading, Writing, and Mathematics).

Parents report satisfaction with curriculum availability and access. They value their ability to choose their student's curriculum.

Parents would like training on how to use the school's online library.

Parents would like to keep some curriculum to use during the summer months.

Parents appreciate expanded course options for high school students and appreciate the opportunity for their students to take college level courses.

Parents appreciate the enrichment opportunities provided by the school and would like to see funding increased in this area.

Parents would like to receive art supplies from the school.

Parents feel the school facilities are safe and clean.

Parents would like to see in person supplemental classes resume in the 21-22 school year.

Parents appreciate the ability to borrow technological devices from the school library.

Parents would like the school to offer a sports program for students.

95% of the parents surveyed reported good internet access at home.

Parents reported learning new online programs to support their students' education.

Student Achievement and Other Student Outcomes:

Parents would like to have in person classes restored next year.

Parents are pleased with the online math, writing, and science classes, and the additional mathematics support offered.

Parents expressed satisfaction with SVA's college and career readiness program and the addition of the High School Coordinator.

Parents believe the school is preparing their high school students for life beyond high school to include college and career readiness.

Parents requested more information on the CTC pathways offered by the school.

99% of parents agree that the school provides adequate and appropriate instructional materials for their students.

More than half of the parents surveyed were pleased with the school's use of i-Ready assessments. Approximately 25% of parents are not pleased with some aspect of the program.

The majority of parents believe that their student's academic progress improved. No parent thought their student's performance declined.

Engagement and School Climate:

100% of parents report that they would recommend our school to a friend.

99% of parents surveyed reported they believe the Parent Square Program is an effective form of communication.

Parents expressed concerns about the ongoing state level changes in Charter School law.

Parents would like field trips to resume when COVID restrictions lift.  
Some parents who utilized virtual sessions for speech and occupational therapies were dissatisfied with this service.  
Some parents reported they believed that the COVID pandemic and its restrictions negatively impacted their child's education and frequency of Special Education services.  
Parents would like a general education resource center that is more easily accessible.  
Parents with unimmunized students would like a facility where they can bring their unimmunized students.  
Parents appreciated the mental health supports and services offered by the school.  
Parents reported negative impacts on their mental well-being as a result of the COVID-19 pandemic with overall stress being mentioned the most.  
Parents agree that the school welcomes input from students and their parents.  
Some parents would like to meet with staff unmasked.  
New parents would appreciate additional training opportunities including new parent orientation.

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#### Students

Student input was collected through online individual surveys for high school students and middle school students in March 2021 and regular meetings with their assigned teachers and school support staff.

#### High School Feedback:

All High School (HS) students completing the HS survey reported satisfaction with the school and would recommend the school to a friend.  
HS students appreciated working with the High School Coordinators.  
HS students enjoyed the new College and Career class and the curriculum change for that course this year.  
HS students appreciated the math tutoring and science labs offered.  
HS students appreciate the school support for concurrent enrollment in local community colleges.  
HS students appreciated the use of school laptops and iPads.  
HS students appreciated assistance from the math specialist.  
HS students enjoy enrichment opportunities.  
HS students would like in person classes to resume both at the school and the local community college.  
HS students appreciate the flexibility their personalized learning plan provides.  
87% of HS students are proud of their progress this year.  
94% of high school students would refer the school to a friend.  
HS students miss in person events.

#### 5-8th Grade Student Feedback:

96% of 5-8th grade students are happy with the curriculum they are using.  
94% of 5-8th grade students are proud of their grades and progress this year.  
100% of 5-8th grade students would recommend SVA to a friend.  
5-8th grade students enjoyed and benefited from virtual writing classes.  
5-8th grade students would like field trips to resume in the 21-22 school year.  
5-8th grade students enjoyed working with their assigned teacher, math, reading, and writing specialists.



5-8th grade students would like in person classes to resume in the 21-22 school year.  
5-8th grade students would like easy access to a resource center.  
5-8th grade students appreciated the use of school laptops and iPads.  
5-8th grade students enjoy the enrichment opportunities offered by the school.  
5-8th grade students reported negative impacts on mental well-being as a result of the COVID-19 pandemic.

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#### Shasta View Academy Staff

Staff input was gathered via a staff survey, biweekly staff meetings, and frequent and meaningful conversations with school administration.

The school staff was supportive and satisfied with goal accomplishment this year.

Staff is satisfied with professional development opportunities.

The staff appreciates the assistance provided by the new Math Specialist and would like to find creative ways to increase the support provided to them.

The staff appreciates the assistance provided by the High School Coordinators.

The staff would like additional training to better support their high school students.

Teachers are satisfied with the school's Academic Grow Plan policy and procedures.

95% of teachers report that students who were below grade level at the beginning of the year showed significant improvement.

86% of teachers used i-Ready as an intervention tool this year.

Teachers have concerns about their limited access to students due to COVID-19 restrictions this year and would like to resume in person meetings in family homes.

Teachers would like scheduled time to meet families at the Special Education office and expressed willingness to assist in the front office.

Teachers identified a need for in person classes to resume for students.

Teachers identified a need for upper level mathematics classes offered by the Math Specialist.

Teachers would like the Math Specialist to offer assistance with student oversight of online math courses.

Staff would like a set date and time for drop-in math tutoring.

Staff reported negative impacts on the mental well-being as a result of the COVID-19 pandemic.

The staff experienced significant challenges due to COVID restrictions placed on schools this year with the most significant being the difficulty of finding an adequate location to meet with students and parents.

Staff found that adjusting to virtual platforms was initially challenging but also rewarding.

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

The 2021 LCAP was influenced by stakeholder input in the following manner:

Parent Input:



The school's Math Specialist will be fully funded in the 21-22 school year. The program will be strengthened and expanded to include supplementary math classes for all grade levels, development of hands on math kits for all grade levels, self paced math classes posted to the school website, math tutoring for grades 4-12, curriculum review and guidance, and math training for parents and SVA Teachers. The school will provide supplementary mathematics instruction and tutoring for grades 2-12.

The school's writing program will be expanded and improved with the addition of a Writing Specialist position. The expanded program will include supplementary writing classes for all grade levels offered online and in person, monthly writing packets, curriculum guidance, parent and SVA Teacher training.

The school's Reading Specialist will be fully funded in the 21-22 school year. The school reading program will be strengthened and expanded to include reading assessment for struggling readers, dyslexia training for SVA staff and parents, new online supplementary reading programs, one on one reading instruction, and tutoring as needed.

The school will reactivate the monthly field trip program as COVID restrictions allow.

The school will continue offering enrichment opportunities.

The school will offer supplemental classes both in person and online to accommodate the needs and locations of all students.

The school will purchase more technological equipment to improve virtual learning experiences.

The school will continue to employ a School Psychologist who can offer mental health services to students, families, and staff.

The school will continue to offer school contests.

The school will research accessible resource center location options within the Columbia ESD boundary.

#### High School Student Input:

The school will fund 2 High School Coordinator positions.

The school will continue to coordinate with local community colleges to offer concurrent enrollment opportunities.

The school will reactivate the high school and middle school activities as COVID restrictions allow.

The school will purchase technology devices and hotspots for checkout to students.

The school will continue to offer college tours.

The school will offer counseling with the School Psychologist and Lotus Educational Services throughout the 21-22 school year.

#### 5-8th Grade Student Input:

The school will find creative ways to offer field trips in the 21-22 school year.

The school will offer middle school activities in the 21-22 school year.

#### SVA Staff Input:

The school will continue to prioritize professional development.

The school will provide staff training in Social Emotional Learning and Trauma Informed Practices throughout the 21-22 school year.

The school will provide training in the CA State standards aligned curriculums for Language Arts, Mathematics, and Science.

The school will recruit students to participate in the seven Career Technical Education Pathways for high school students.

The school will provide College Prepared Dashboard Indicator criteria training for SVA Teachers and parents aimed at increasing the percentage of students graduating as Well Prepared.

The school will provide training on approved online course options for high school students.

The school will initiate high school level math classes online and in person.

The school will train teachers in the proper selection of high school courses and curriculum to match student goals and post high school plans.

The school will offer writing sessions and monthly writing packets for all grade levels.

The school will fund 3 specialists (Reading, Mathematics, Writing) to provide intervention services and student support.

The Math Specialist will offer a set time for mathematics tutoring at the resource center and continue to offer additional tutoring by appointment.

The school will provide SBAC preparation sessions.

The school will continue the use of DIBELS assessment for grades TK-K and i-Ready for grades 1-11.

# Goals and Actions

## Goal

Goal #	Description
1	Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

An explanation of why the LEA has developed this goal.

In order to support student success, SVA teachers must be highly qualified, participate in comprehensive professional development program, and be evaluated by a supervisor on a regular basis. Students also require access to a broad course of study and appropriate standards based resources at all grade levels to achieve their academic goals. It is also important that all school facilities are clean and safe so that students and their families will be encouraged and motivated to use them.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditions for Learning 1. Basic – Fully Credentialed and Appropriately Assigned Teachers	In the 20-21 school year, all SVA Gen. Ed. and Special Education teachers are highly qualified and fully credentialed.				100% of SVA Teachers are highly qualified and appropriately credentialed.
Conditions for Learning 1. Basic – Standards Aligned Instructional Materials	In the 20-21 school year, students grades TK-12 had access to standards aligned instructional materials and curriculum.				100% of students grades TK-12 have access to standards aligned instructional materials and curriculum.
Conditions for Learning	In the 20-21 school year, 100% of students in grades				100% of TK-12 students have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Student Access to a Broad Course of Study	TK-12 had access to a broad course of study.				to a broad course of study.
Conditions for Learning 2. Implementation of academic content and performance standards.	In the 20-21 school year, academic content and performance standards were implemented for all students.				Academic content and performance standards are implemented for all students.
Pupil Outcomes 2. Pupil Achievement English Learner access to CCSS and ELD standards.	In the 20-21 school year 100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.				100% of English Learners have access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.
Conditions for Learning 1. Basic - Facilities School facility maintenance and safety inspection.	In the 20-21 school year all school facilities were well maintained and safe.				All school facilities are well maintained and in excellent repair.
School Climate 6. Parent and Family Engagement, Local Climate Survey School Safety & Maintenance	100% of parents surveyed reported that their children are safe when visiting our school sites.				100% of parents surveyed report that their children are safe when visiting our school sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditions for Learning 1. Standards-aligned Instructional Materials for every student.	100% of parents surveyed in 20-21 reported that they are satisfied or very satisfied with the curriculum choices available at SVA.				100% of parents surveyed report that they are satisfied with the curriculum choices available at SVA.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified General Education Teachers	1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading and Writing Specialists and Special Ed staff).	\$1,576,401.00	No
2	Special Education Staff	1.2 Employ, supervise, and evaluate highly qualified and credentialed special education staff.	\$347,377.00	No
3	Staff Professional Development	1.3 Provide staff professional development opportunities that target the following areas: Social Emotional Learning Trauma Informed Practices Suicide Prevention and Mental Health College/Career Readiness Calculations CTE Pathway implementation and oversight Mathematics curriculum and instruction ELA curriculum and instruction Special Education Services Tiered intervention for students performing below grade level in ELA and Math Next Generation Science Standards	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Technology and program training for implementation of virtual learning State and internal assessment programs High school student course and curriculum selection Mandated/required training for compliance		
<b>4</b>	Standards Aligned Curriculum and Materials	1.4 Purchase state adopted standards based curriculum and materials for all grade levels.	\$180,000.00	No
<b>5</b>	Academic Enrichment Opportunities	1.5 Provide a wide array of academic and enrichment opportunities through the school's approved enrichment course instructors/vendor list.	\$400,000.00	No
<b>6</b>	Approved a-g Course List for High School Students	1.6 Update and maintain the SVA CA State Standards aligned a-g approved course list (including online courses). Costs included in regular budget.		No
<b>7</b>	Safe and Clean Resource Centers	1.6 Ensure that the SVA facilities are safe and clean through the following actions: Update and follow a site safety plan. Update the maintenance contract with the site landlord. Update and use a daily check list for resource center cleanliness and maintenance.	\$600.00	No

# Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
2	Improve student achievement and performance. Prepare students to be college and career ready.

An explanation of why the LEA has developed this goal.

Students need appropriate standards based assessment that identifies their academic skill levels and a personalized education plan aimed at achieving grade level standards, the opportunity to perform to their highest potential and graduate high school prepared for college and careers. In order to help students achieve that goal, the school will provide a credentialed teacher, curriculum, instruction/tutoring, online learning opportunities, concurrent community college enrollment, academic counseling, CTE Pathways, a strong intervention program for students performing below grade level and special education services if needed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Outcomes 4. Pupil Achievement CAASPP Mathematics Results	Baseline SBAC scores will be reported when the state releases the school wide data for spring 2021.				70% of students assess at or above standard met for Mathematics.
Pupil Outcomes 4. Pupil Achievement CAASPP English Language Arts Results	Baseline SBAC scores will be reported when the state releases the school wide data for spring 2021.				80% of students assess at or above standard met for ELA.
Pupil Outcomes 4. Pupil Achievement English Learner Reclassification Rate	ELPAC assessment to be administered in 21-22 to establish a baseline.				100% of SVA English Learners are classified as proficient.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement 5. Pupil Engagement Grade Level Promotion	In the 20-21 school year, 98% of SVA students promoted one grade level.				98% of SVA students promote one grade level annually.
Engagement 5. Pupil Engagement High School Graduation Rate	In the 20-21 school year, 100% of 12th grade students met SVA's requirements for high school graduation.				100% of 12th grade students meet SVA's requirements for high school graduation.
Pupil Outcomes 4. Pupil Achievement UC a-g Course Completion Rate	In the 20-21 school year, 98% of students enrolled in UC a-g course completed and passed the course.				100% of students enrolled in UC a-g course complete and pass the course.
Pupil Outcomes 4. Pupil Achievement Internal Assessment i- Ready Reading Diagnostic Results	<p>Beginning of the year i-Ready Reading scores fall 2020: 55% at or above grade level 26% one grade level below 19% two or more grade levels below</p> <p>End of the year i-Ready Reading scores spring 2021 68% at or above grade level 19% one grade below 13% two or more grade levels below</p>				75% of students are at or above grade level in Reading at the end of the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Outcomes 4. Pupil Achievement Internal Assessment i-Ready Mathematics Diagnostic Results	<p>Beginning of the year i-Ready Math scores fall 2020: 40% at or above grade level 42% one grade below 19% two or more grade levels below</p> <p>End of the year i-Ready Math scores spring 2021: 58% at or above grade level 27% one grade below 16% two or more grade levels below</p>				70% of students are at or above grade level in Math at the end of the school year.
Pupil Outcomes 4. Pupil Achievement Progress report delivery to parents.	In the 20-21 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.				100% of students and their parents receive diagnostic reports throughout the year showing progress in reading and math.
Engagement 3. Parent Involvement - Unduplicated Student Access to Programs and Services.	100% of Unduplicated Students have access to programs and services.				100% of Unduplicated Students have access to programs and services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement 6. School Climate Annual survey outcomes regarding academic achievement.	In the 20-21 school year, annual school surveys (parents, high school students, students grades 5-8) indicated that: 95% of students were satisfied with their academic achievement. 95% of parents were satisfied with their children's progress.				98% of surveyed parents are satisfied with their student's academic achievement.
Pupil Outcomes 4. Pupil Achievement College and Career Indicator Performance Levels.	In the 20-21 school year: Of 36 SVA graduates, 17 students (47%) met the dashboard criteria for prepared, 4 students (11%) met the criteria for approaching prepared, 13 students (36%) met the criteria for not prepared.				The percentage of high school students meeting the dashboard College/Career Readiness criteria as "Well Prepared" is above the state average.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Personalized Learning Plans	2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation. Costs included in regular budget.		No

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Internal Assessment Programs	2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.	\$17,500.00	No
<b>3</b>	Tiered Intervention Program	2.3 Provide a tiered intervention program to track and assist students performing below grade level.	\$40,665.00	Yes
<b>4</b>	Math Support and Intervention	2.4 Fund 1 FTE Math Specialist to develop a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all stakeholders.	\$90,498.00	Yes
<b>5</b>	Reading Support and Intervention	2.5 Fund 1 FTE Reading Specialist to assess, instruct, and provide oversight to the school's reading intervention program.	\$92,690.00	Yes
<b>6</b>	Writing Support and Intervention	2.6 Fund 1.5 FTE Writing Specialist to implement school wide writing program that includes online and in person writing classes for all grade levels.	\$121,038.00	No Yes
<b>7</b>	High School Coordinators	2.7 Fund 2 FTE High School Coordinators to provide the following student services: Provide academic advising for students grades 8-12. Assist with High School course planning. Provide training for teachers and students regarding the school's CTE Pathways. Encourage students to include CTE Pathways in their personalized learning plans.	\$205,421.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide staff assistance and guidance with course and curriculum selection. Plan and implement high school field trips, activities and events. Coordinate college outreach activities. Oversee high school student concurrent enrollment with local community colleges. Maintain and update a full a-g course list. Teach the annual Career Choices classes in Shasta and Modoc Counties. Assist students with course planning in order to graduate as "Well Prepared"		
8	High School CTE Pathways	2.8 Provide teacher training and student exposure to implement SVA's Career Technical Education Pathways for high school students. Costs included in regular budget.		No
9	Technology Devices for Student Use	2.9 Purchase laptops and Chromebooks for student checkout and use.	\$20,000.00	No Yes
11	Home Language Survey and ELPAC Administration	2.10 Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and of ELPAC results. Costs included in regular budget.		Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
3	Improve and develop systems to support school attendance, connectivity, participation, and communication.

An explanation of why the LEA has developed this goal.

In order to support student success, SVA needs to ensure that students and parents are aware of all programs elements and services offered by the school. This is done through effective communication between administration, staff, parents, and students. We believe a successful program also involves input from all stakeholders and the school desires to actively include staff, parents, and students in all planning activities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement 5. Pupil Engagement - Attendance rate	In the 20-21 school year, SVA had a 98% attendance rate at P-2.				SVA has a minimum school attendance rate of 95%.
Engagement 3. Parent Involvement Parental participation in programs for individuals with exceptional needs.	In the 20-21 school year, 100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis.				100% of SVA parents with exceptional needs students report that they participate in their children's education on a daily basis.
Engagement 5. Pupil Engagement Chronic Absenteeism rate for grades TK-12	In the 20-21 school year, SVA had a school wide chronic absenteeism rate of .28%.				SVA maintains a schoolwide Chronic Absenteeism rate lower than the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement 6. School Climate Expulsion Rate	In the 20-21 school year, SVA's expulsion rate was 0%.				SVA has an expulsion rate below 1%.
Engagement 5. Pupil Engagement Drop out rate for high school students	In the 20-21 school year, SVA's high school dropout rate was 0%.				SVA has a high school dropout rate below 3%.
Engagement 5. Pupil Engagement Drop out rate for middle school students	In the 20-21 school year, SVA's middle school drop out rate was 0%.				SVA has a middle school dropout rate below 1%.
Engagement 6. School Climate Suspension rate	In the 20-21 school year, SVA had zero suspensions.				SVA has a suspension rate below 1%.
Engagement 3. Parent Involvement Parent Input in Decision Making	In the 20-21 school year, parent survey indicated that 100% of parents agree that they have opportunities to give input to school related decisions.				100% of SVA parents surveyed report that they have opportunities to give input to school related decisions.
Engagement 3. Parent Involvement Annual Parent Survey results regarding school wide communication.	In the 20-21 school year, parent survey indicated that 100% of parents use the Parent Square portal for communication.				98% of SVA parents surveyed report that they use the Parent Square portal for schoolwide communication.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement 3. Parent Involvement Annual Parent Survey results regarding satisfaction with SVA.	In the 20-21 school year, parent survey indicated that 100% of parents reported that they were very satisfied or satisfied with SVA.				98% of SVA parents surveyed report that they are very satisfied or satisfied with SVA.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Student Attendance Accounting System	3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.	\$50,051.00	No
<b>2</b>	School Website	3.2 Upgrade and maintain the SVA website. Include information regarding enrollment, mental health resources, parent resources for math, self paced math class links, parent resources for reading and writing, parent/student handbook, high school course guide, and school calendar.	\$11,806.00	No
<b>3</b>	Parent Orientation	3.3 Organize and offer a parent orientation in August to introduce families to our program. Costs included in regular budget.		No
<b>4</b>	Extracurricular Field Trips and Activities	3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement. In the second semester, invite 8th grade students to high school trips and activities when it is appropriate.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Schoolwide Communication System	3.5 Purchase and implement Parent Square communication system license to ensure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.	\$150.00	No
6	Schoolwide Events	3.6 Offer schoolwide events such as a Talent Show and a STEAM Expo to highlight student talents and achievements.	\$5,000.00	No
7	Schoolwide Contests	3.7 Offer monthly schoolwide contests for students grades TK-12 in Math and Writing.	\$5,000.00	No

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.60%	\$325,058

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.

All actions and services will be provided on a schoolwide basis. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

Review of the CA School Dashboard student group report to identify which student groups need additional support.

Current local and state metrics with actions and services in place.

History of success with actions and services in schoolwide programs.

Refinement of SVA programs to improve services to students.

Validity of services based on best practices of effective schools and relevant research.

With this analysis, SVA has determined that the following actions are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations (socioeconomically disadvantaged, Foster Youth, and English Language Learning students):

Professional development for SVA staff.

Early intervention and support for students in reading, writing, and math.

Student access to standards aligned curriculum.

Student access to a broad course of study.

One-on-one support in core subject areas.

After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a schoolwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils.

The following is a list of the intended uses of funds and program/service offerings as described in detail in the goals and actions section of the plan:

Staff training in Social Emotional Learning and Trauma Informed Practices will help staff address the needs of foster youth, English learners, low-income students, and the general school population.

The provision of student, staff, and parent mental health counseling provided by our School Psychologist and Lotus Educational Services will help staff address the needs of foster youth, English learners, low-income students, and the general school population.

Personalized Learning Plans are developed for each student based on their academic skills, interests and needs. The personalized plan allows teachers to customize educational plans for all students to include courses, curriculum, extracurricular opportunities, elective courses, and supplementary assistance as needed for maximum academic growth and achievement. Personalized plans are especially helpful to the school's unduplicated students working below grade level in any subjects as it is designed to help students with grade level mastery.

The SVA tiered intervention program provides support to our unduplicated and non-categorized students who assess below grade level on SVA internal assessments (DIBELS and i-Ready). Support includes a mix of the following: one on one tutoring with their assigned SVA Teachers, one on one tutoring with the Reading and/or Math Specialists, prescribed i-Ready lessons, targeted curriculum, online supplemental programs, and supplemental classes in math and writing.

SVA's full time Math Specialist is available to our unduplicated student population and our non-categorized students. The Math Specialist offers services to students at all levels of mastery. Services include grade level math classes offered in person and virtually, self paces courses related to specific math skills, one on one tutoring, curriculum review and guidance, math kit development and instruction, parent and teachers training in math concepts and instruction.

SVA's full time Reading Specialist is available to our unduplicated student population and our non-categorized students who read below grade level or have a need for support with reading. Services offered include: student assessment, one on one tutoring, curriculum guidance, support and assistance to parents teaching their children to read, and staff training.

SVA's Writing Specialist and part time writing instructor are available to our unduplicated student population and our non-categorized students. Services offered include: grade level writing classes offered at the Mtn. View Resource Center and online, monthly writing packets for all grade levels available for student use, one on one tutoring for all students, and instructional support to parents.

SVA's two High School Coordinators are available to our unduplicated student population and our non-categorized students. Services offered include: academic advising, high school course planning, college preparation and coordination, development and implementation of CTE Pathways, high school Career Choices classes, and high school event planning.

SVA will employ and support a qualified Special Education staff to support all special education students. General education staff will work with the special education staff to meet student needs and will be dedicated to intervention and the child find process as outlined in the school petition.

The existing intervention program for all students working one or more years below their designated grade level will be improved. The program will include the creation of student growth plans to supplement instruction and fill skill gaps. Those plans may include; differentiated curriculum, one on one tutoring with the assigned teacher, tutoring and instruction with the appropriate specialists (reading, math, writing), and online instruction programs.

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

SVA has a 37% unduplicated student count and is below the state identified 55% unduplicated pupil count to receive additional funding. At this time our school receives supplemental funding related to Low Income and English Learners. SVA will be spending supplemental funds as described above.

Our stakeholders believe that the most effective way to provide opportunities for our students is through the actions outlined in our 3 goals. The supplemental funds provide funds for personalized learning plans, standards aligned curriculum appropriate to student skill levels, targeted interventions, online and in person supplemental classes, one on one tutoring, counseling services, and services outlined in our 3 Tiered Intervention Program.

All services will be implemented schoolwide because of the low percentage of targeted students. The primary benefit of the actions is aimed at the targeted students, but all students will benefit from the plan. SVA believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. As described in the LCAP, goals and actions will ensure unduplicated pupils will progress towards meeting academic standards, social-emotional learning, and school expectations.

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The following information includes links to evidence-based programs and research that supports the actions and services outlined in our plan:

Boast, Lybra, et al. Public Impact, National Alliance, 2020, LEARNING IN REAL TIME HOW CHARTER SCHOOLS SERVED STUDENTS DURING COVID-19 CLOSURES, [www.publiccharters.org/sites/default/files/documents/2020-10/napcs\\_pi\\_report\\_rd8.pdf](http://www.publiccharters.org/sites/default/files/documents/2020-10/napcs_pi_report_rd8.pdf).

Mishkind, Anne. COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research, 2015, [https://ccrscenter.org/Sites/Default/Files/CCRS%20Defintions%20Brief\\_REV\\_1.Pdf](https://ccrscenter.org/Sites/Default/Files/CCRS%20Defintions%20Brief_REV_1.Pdf).

"What Really Counts When We Teach? by Alan Schoenfeld in Achieve the Core, April 18, 2017, <http://achievethecore.org/aligned/what-really-counts-when-we-teach/>; Schoenfeld can be reached at [alans@berkeley.edu](mailto:alans@berkeley.edu).

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in The Reading Teacher, January/February 2017 (Vol. 70, #4, p. a395-400), <http://bit.ly/2jpuGfP>; Dennis can be reached at [dennis@usf.edu](mailto:dennis@usf.edu).

"Time for Teacher Learning, Planning Critical for School Reform" by Eileen Merritt in Phi Delta Kappan, December 2016/January 2017 (Vol. 98 #4, p. 31-36), [www.kappanmagazine.org](http://www.kappanmagazine.org).

Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. *Journal of Applied Developmental Psychology*, 50, 15–25.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology*, 53, 463–477.

Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology*, 26, 171–200.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*. Advance online publication. doi:10.2105/AJPH.2015.302630

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4): 1156–1171.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,716,341.00	\$455,334.00		\$37,522.00	\$3,209,197.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,499,141.00	\$710,056.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified General Education Teachers	\$1,576,401.00				\$1,576,401.00
1	2	Students with Disabilities	Special Education Staff		\$347,377.00			\$347,377.00
1	3	All	Staff Professional Development				\$10,000.00	\$10,000.00
1	4	All	Standards Aligned Curriculum and Materials	\$44,521.00	\$107,957.00		\$27,522.00	\$180,000.00
1	5	All	Academic Enrichment Opportunities	\$400,000.00				\$400,000.00
1	6	All	Approved a-g Course List for High School Students					
1	7	All	Safe and Clean Resource Centers	\$600.00				\$600.00
2	1	All	Student Personalized Learning Plans					
2	2	All	Internal Assessment Programs	\$17,500.00				\$17,500.00
2	3	English Learners Foster Youth Low Income	Tiered Intervention Program	\$40,665.00				\$40,665.00
2	4	English Learners Foster Youth Low Income	Math Support and Intervention	\$90,498.00				\$90,498.00
2	5	English Learners Foster Youth Low Income	Reading Support and Intervention	\$92,690.00				\$92,690.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income EL	Writing Support and Intervention	\$121,038.00				\$121,038.00
2	7	All	High School Coordinators	\$205,421.00				\$205,421.00
2	8	All	High School CTE Pathways					
2	9	All	Technology Devices for Student Use	\$20,000.00				\$20,000.00
2	11	English Learners	Home Language Survey and ELPAC Administration					
3	1	All	Student Attendance Accounting System	\$50,051.00				\$50,051.00
3	2	All	School Website	\$11,806.00				\$11,806.00
3	3	All	Parent Orientation					
3	4	All	Extracurricular Field Trips and Activities	\$35,000.00				\$35,000.00
3	5	All	Schoolwide Communication System	\$150.00				\$150.00
3	6	All	Schoolwide Events	\$5,000.00				\$5,000.00
3	7	All	Schoolwide Contests	\$5,000.00				\$5,000.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$364,891.00	\$364,891.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$364,891.00	\$364,891.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Tiered Intervention Program	Schoolwide	English Learners Foster Youth Low Income		\$40,665.00	\$40,665.00
2	4	Math Support and Intervention	Schoolwide	English Learners Foster Youth Low Income		\$90,498.00	\$90,498.00
2	5	Reading Support and Intervention	Schoolwide	English Learners Foster Youth Low Income		\$92,690.00	\$92,690.00
2	6	Writing Support and Intervention	Schoolwide	English Learners Foster Youth Low Income		\$121,038.00	\$121,038.00
2	9	Technology Devices for Student Use	Schoolwide			\$20,000.00	\$20,000.00
2	11	Home Language Survey and ELPAC Administration	Schoolwide	English Learners			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# 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](mailto: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 2021–22, 2022–23, and 2023–24 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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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 2022–23, 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 2023–24, 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 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023-24:** 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 2023–24 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 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 2021–24 LCAP from the 2017–2020 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.