



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.

Sacramento Valley Charter School (SVCS) is a K-8 grade school located in West Sacramento authorized by Washington Unified School District (WUSD). The school opened in 2011 and serves students from West Sacramento and several other local communities. Students elect to attend the school to take advantage of the core curriculum in English Language Arts (ELA), Math, Social Studies, Science and World Language Punjabi. Many students enter as English Learners (EL) and are reclassified to English Proficient within two years. SVCS provides a safe learning environment, small class sizes, credentialed teachers, common core-aligned curriculum and many opportunities to build English language proficiency. SVCS supports measurable student outcomes toward the overall academic performance in core curriculum. SVCS sets specific measurable goals and actions to reflect goals pursuant to the Education Code and priorities of the State of California for charter schools that include: conditions of learning, student outcomes and parent engagement.

Reflections: Successes

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

We are proud of our continuing progress in implementing student data collection tools and data collection procedures to assess each student's progress toward meeting state standards via an array of assessment tools designed and created by classroom teachers and the Smarter Balanced Assessments whenever it is feasible to administer them. Though the Smarter Balanced Assessment was cancelled for the 2019-20 school year, SVCS created a strong virtual program which engaged 95% of students in virtual learning. Learning was assessed at the end of each trimester. Students were given awards based on academic achievement as well as classroom participation, behavior, and digital citizenship. Our previously adopted programs were utilized to help teachers prescribe next practice lessons for individual students. Data is reviewed constantly for ongoing reporting and monitoring capabilities. Baseline measures, such as student 's lexiles, Edmentum and Reading Eggs scores, the data from Read Naturally, BrainPOP ELL, Star Reading assessments from Renaissance were determined and improvement targets were established through these assessment systems. In addition, implementation of school-wide Accelerated Grammar

instruction brought about important discussions regarding expectations for student’s language development. There was also a major emphasis on implementing actions and services to support family and community involvement.

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.

The greatest need is to continue providing a safe environment for all students so that chronic absenteeism, suspension and homelessness can be reduced. Our school-wide averages continue to show significant progress in English and Math. Maintaining an on-going focus on writing, reading, speaking skills, and math fluency will remain a great priority. As more students become proficient in reading comprehension and writing, they will also become more capable with the CCSS language-heavy math elements of the Smarter Balanced Summative Assessment and alternative assessments. Also, as teachers become more skillful in the use of assessment data, student’s skills will improve. There is a great need to continue intervention support whenever it is identified. The greatest need is to support long time English Learners and students with special needs. More professional development for teachers to address their needs will be arranged. The action plan will also be developed to challenge high performing students.

LCAP Highlights

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

The highlighted SVCS goals include:

1. Student Achievement
2. Implementation of State Standards
3. Student Outcomes
4. Socioeconomically disadvantaged, English Learners, foster youth, pupils with disabilities, and homeless youth.
5. Family and Community Engagement

In narrative form:

1. All students will receive a high quality of instruction from credentialed teachers who will update their knowledge with the ongoing professional development opportunities.
2. All teachers will become proficient in teaching to the Common Core State Standards (CCSS) Next Generation Science Standards (NGSS) aligned to assessment and the universally designed instruction.
3. All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous program evaluation and revision to meet learning needs of all students.
4. All students will benefit from programs designed for the participation and partnership of families and the community.

5. All students will benefit from the World Language program in Punjabi, which is fully aligned with common core content standards and provides enrichment opportunities to students.
6. All students will meet goals of physical education, as required by the standards.
7. All teachers will differentiate instruction to give equal access to English Learners, students with special learning needs, identifiable sub-groups, as well as challenge high achievers to advanced curriculum for their readiness for college education.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

SVCS has maintained close communications and relationships with all stakeholders. Letters were sent at least once a week to address the concerns from parents about COVID-19 and educational needs (<https://www.sacvalleycharter.org/covid-19.html>) and apprehensions about the loss of learning due to the pandemic. SVCS intermittently gathered community feedback through Surveys sent to parents that centered around the eight state priorities. SVCS sent surveys home and a great number of parents/ families responded to the surveys. SVCS met with the School Site Council, English Learners Advisory Committee (ELAC), teachers, and the Board of Directors during scheduled monthly meetings. Administration assured the alignment of Common Core State Standards (CCSS) with curriculum and assessment with stakeholders. Parents/families participated in a virtually-conducted multicultural show, virtual talent show, virtual awards assemblies, virtual parent-teacher conferences and the start of the school year orientation (via Zoom for 2020-21). Parents of all English Learners with TBD status were contacted to apprise them of the ELPAC (Initial) test requirements. Our staff completed the initial testing within 30 days of the opening of the school. SVCS partners with parents through the School Site Council as well as ELAC to make important decisions about the safety and growth of school. Due to COVID-19, this process of collaboration has experienced difficulties, yet was successful in engaging stakeholders through virtual platforms. SVCS scholars are involved through reading contests, participation in talent shows, multicultural shows. Teachers give their feedback through bi-monthly staff meetings, through surveys, and through SVCS' open-door policy. SVCS updated WUSD about our programs and policies during the pandemic.

On June 26, 2020, SVCS sent a School Reopening Survey to all parents, and staff members to request their feedback and preferences on how SVCS would reopen for the 2020-2021 academic year. In the July parents newsletter, SVCS announced it would be opening 2020-21 for Distance Learning, and presented the results from the survey. In early April SVCS offered in-person learning to all students K-8. On the basis of survey results, hybrid learning was implemented for the remainder of the school year.

A summary of the feedback provided by specific stakeholder groups.

Teachers share feedback during staff meetings and through an open door policy with administration. Teachers interact regularly with administration to ensure regular attendance of all scholars and to create viable plans to reduce chronic absenteeism. Teachers submit learning profiles of students for consideration. If it is deemed necessary, SST meetings are scheduled to aid in identifying and creating IEP for students with learning disabilities. Teachers contribute feedback which influences the purchasing of curriculum for the specific needs of our students. The parents' feedback was an important factor making the instructional program compliant to the learning needs of all students. Based on this feedback, parents also work to encourage their kids to outperform in a competitive, welcoming, and rewarding environment. Hybrid learning program was influenced by the parents' feedback. According to survey results, 90% of parents expressed satisfaction in the way SVCS communicates its goals with the community. Classified staff such as yard supervisors and cafeteria staff, transportation staff all worked with administration to decrease the risk of exposure to students who attended our cohort program on the school site from November 2020.

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

We hosted monthly assemblies honoring perfect attendance in order to encourage high attendance rates. Parents gave feedback that they appreciated the rigor of our academic program and was a key factor in inspiring the teachers to continue a high quality instructional program. The parents' feedback helped the school to consider the individual needs of each student and to comply with the learning needs of all students. Parent teacher conferences are held as a means to keep lines of communication open and for the student, parent, teachers, and administrators to be on the same page about the progress and plan for each student. At the beginning of the school year we host a meet and greet. During the Meet and Greet, parents are able to have open dialogue about the needs of their student in a non-structured environment. This event is also where parents can express their transportation needs; we take these needs into consideration and try to accommodate everyone we can based on our staffing capacity. The front office calls parents on behalf of teachers and administration. This open and friendly communication policy contributes to the student's safety and well being. Bus drivers and yard supervisors check in with the physical and mental health of students especially during pandemic. All staff makes sure that students have had a healthy meal, are wearing clean clothing and shoes, have the school supplies they need, are provided with first aid, and that they have access to PPE.

Goals and Actions

Goal

Goal #	Description
1	With appropriately-assigned, credentialed teachers, all SVCS students will meet or exceed State academic standards that will help prepare them to compete in the global society.

An explanation of why the LEA has developed this goal.

To assess the mastery of the state academic standards, an array of assessments have to be administered at the end of each school year. The achievement has to be measured by administering state standardized tests like CAASPP, ELPAC, and PFT. This goal is set to provide equal access of curriculum to all students to monitor the mastery of standards. This is done so that SVCS scholars are college ready and can compete in the global society.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers, administrators and classroom support staff participate in Professional Development (PD) Confirm attendance at Professional Development (PD) Baseline	2020-2021 Achieved				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire and properly assign credentialed teachers.	SCVS will verify credentials with CCTC and verify renewals.	\$1,077,797.00	Yes
2	Professional development for CCSS-aligned curriculum, differentiated instruction, use of technology, STREAM and social-emotional topics (such as cyber bullying, bullying, suicide prevention, mental health) will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (budgeted for five participants in 2021-22 with Title II funding).	2 full days of PD is offered before the start of the school year, as assigned through CharterSAFE's and other provider's online training programs, on certain minimum days and/or as part of staff meetings. PD continues throughout the year on minimum days which are designed specifically for PD time. Sign in sheets, online course records and/or payroll records support individual attendance/completion of PD.	\$39,203.00	Yes
3	Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials	CCSS Social Studies curriculum was purchased with an 8-year license including consumables. Edmentum and other digital instructional materials continued in 2020-2021 for CCSS-aligned on-line curriculum in addition to text books.	\$77,600.00	No
4	Provide intervention and assistance in classrooms, small groups, and	Intervention and assistance was provided in classrooms, small groups and individually as planned. In addition, the Reading Eggs and other EL programs was purchased and used in 2020-2021.	\$69,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
	individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. A .20 FTE teacher, a full-time EL specialist, a part-time math specialist and several part-time instructional aides serve these students.			
5	Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.	SVCS purchased 90 Chromebooks during the 2020-2021 school year in order to support students during distance learning.	\$108,335.00	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	Continue the development of the physical education (PE) program; continue the integration of visual and performing arts (VAPA) through classroom-based and school-wide opportunities; and, enhance the World Language Punjabi curriculum with new instructional materials.

An explanation of why the LEA has developed this goal.

This goal has been set in order to provide opportunities to SVCS scholars to harmoniously develop physically, emotionally, and personally. CDE requires PE throughout the school year; we adhere to the requirements for 200 minutes of physical education every 10 school days. We offer an Art Program to all of our students on a bi-weekly basis and we have a part-time Art instructor on staff. The art program engages students in multiple ways, develops their artistic skills, exposes them to art history and different art mediums. The world language program is fully aligned with common core standards and NGSS standards that provides even more of an advantage to SVCS scholars, enriching their skills in ELA, Grammar, Math, Science, and World Cultures. Our World Language program is a centerpiece of the school and our stakeholders take pride in this program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student scores on 5th and 7th grade CA Physical Fitness Test - 75% or better in Health and Fitness Zone for all 6 fitness areas	CA fitness testing was cancelled for 2019-20 and 2020-21. The Baseline will begin with 2021-22.				
Frequency of offerings and level of participation in VAPA - increase opportunities for student	The Baseline will begin with 2021-22.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participation each year					
Expand Punjabi curriculum and instructional materials.	The Baseline will begin with 2021-22.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT Team for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.	SVCS continued contracting with SWEAT Team for fitness program assistance.	\$21,000.00	No
2	Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.	A contract with a dance instructor was added for a trimester for elective and after school dance options. We hired an instructional assistant who has a background in Fine Art who can help to integrate art into other subject areas.	\$30,731.00	No
3	Enhance students' experience learning World Language	Students received Punjabi language instruction, no new curriculum was added in 2020-2021.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Punjabi with the addition of new and/or co- curricular instructional materials.			

Goal Analysis [2021-22]

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

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

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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.

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Goals and Actions

Goal

Goal #	Description
3	Adopt and implement a course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable "Broad course of STEAM focus of study" includes the following, as applicable: Grades K-8: English, mathematics, social sciences, science, visual and performing arts, health, and physical education and World Language Punjabi K-8. E.C. §51210

An explanation of why the LEA has developed this goal.

Education code 51210 describes the subject areas K-6 which SVCS adopted over and above the minimum required subjects. The subject World Language Punjabi is required for all students K-8 and has been offered since the beginning of the school in 2011. It distinguishes the school and validates the research that the offering of at least one foreign language from kindergarten is beneficial in developing students intellectually, and emotionally, and in creating new neural pathways. STEAM provides opportunities to students to use their interdisciplinary knowledge in order to strengthen their skills in other subject areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All courses will provide rigor in curriculum and assignments - 50% or more will achieve a 3.0 GPA or higher.	In 2020-2021 29% of student were considered high achieving based on a 3.0 GPA or better.				
At least 80% of students will demonstrate at least one year of growth on ELA and Math CCSS.	79-80% of students met the standards for ELA and Math in 2020-2021.				
We will provide a summer school program to meet the learning loss and	June/July 2021 Summer Boost program				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
social/emotional needs of student as a result of Covid-19. This program will cover all subject areas and provide free lunch and free transportation to those who request it.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue PD training aligned to CCSS Curriculum with a focus on STEM CCSS/NGSS Writers' Workshop Teacher-led and professional-led trainings Vertical articulation Teacher collaboration	Training was held on all topics listed except NGSS was deferred to 2019-20 when the implementation of the new curriculum.		No
2	Continue student support structures during the school day(tutoring, differentiated instruction, re-teaching) to improve student performance.	Support structures were continued and enhanced in 2020-2021.		Yes
3	At parent involvement meetings (Back-to-School Night, multicultural fair,	Parent involvement opportunities were held throughout the year including a Family STEM Night, PTO meetings, and the Multicultural Fair and Open House.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	open house, awards ceremonies, and PTO meetings/events), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study			
4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.	Middle school students visited UC Davis for a campus tour in 2018-19. Due to the pandemic, we were unable to attend campus tours in person. However, this school year we plan to visit college campuses both through virtual tours and (in keeping with Covid guidelines) in person.	\$5,000.00	Yes
5	Continue to hold ELAC meetings to gain input and feedback.	Three ELAC meetings were held during 2020-2021 school year via Zoom. Now the ELAC meetings are coupled with our School Site Council meetings in order to gain more widespread participation.	\$500.00	Yes
6	Offer afterschool and summer school programs for additional reading, writing, math, and homework support as	Addressing learning loss resulting and social and emotional impact from Covid-19 and utilizing Covid-19 related funding streams.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	well as co-curricular activities.			

Goal Analysis [2021-22]

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

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Goals and Actions

Goal

Goal #	Description
4	SVCS will continue to properly maintain and improve its facilities, transportation and food service to enhance student safety, school connectedness and opportunities for well being.

An explanation of why the LEA has developed this goal.

The safety of our students and staff is the foremost priority. To meet this goal the facility is regularly maintained to ensure proper hygienic conditions, proper ventilation, and necessary repairs. SVCS maintains five busses. Four of which are air conditioned and fully equipped with child safety mechanisms. As more than 80% of students use SVCS transportation, we make sure that the drivers are fully licensed and training/professional developments are assigned on a regular basis so that students and families can create a relationship with the bus drivers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	The campus facilities will be repaired, maintained and improved as budgetary resources allow. Emphasis will be placed on safety-related items. Upgrades from Prop 39 Energy Funds are reducing energy	Facilities were maintained and a new custodial service was hired in 2018-19 with improved results. During the 2020-2021 year, we maintained the same custodial service which enhanced sanitizing services and during the day cleaning especially high-touch surfaces.	\$337,057.00	No

Action #	Title	Description	Total Funds	Contributing
	consumption and cost.			
2	Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS will provide transportation for field trips.	Home-to-school transportation was available, for a nominal fee, to students who live outside of walking distances. When we returned to the hybrid model of teaching on April 1, 2021 we began offering transportation to and from school again.	\$452,199.00	No
3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.	During Covid-19 parents were offered free meals for pick up on campus. In April, when we switched to a hybrid model, meals were available to students every school day at no cost. They were also informed of free and reduced lunch programs in their area that they could pick up if it was more convenient to them.	\$103,013.00	Yes
4	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and assistance available to homeless students.	Staff training was provided through weekly communications, on PD days, minimum days, staff meetings and online modules via CharterSAFE.		Yes
5	SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City,	Provided parents with notices about resources in monthly newsletter and through links on the SVCS website.		No

Action #	Title	Description	Total Funds	Contributing
	Authorizer) via newsletters and/or website content and links.			
6	Recess Monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times to increase safety and identify/report potentials issues/threats.	Recess Monitors performed the listed duties in 2019-2020. After April 1st, 2021 recess monitors continued to provide regular engagement and they monitors student at all times to maintain safety.	\$54,525.00	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.

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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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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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
21.91%	503,979

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.

With our 79.22% unduplicated population, every action is evaluated with our first consideration of accessibility and educational improvement opportunities for foster youth, English learners and low-income students. Our actions are service oriented to focus on the needs of each student with the understanding that 4 out of every 5 students are unduplicated -- which means an even larger percentage exists that fit into more than one group. These actions are effective in meeting the goals for these students because they enable students to fully participate in the educational program.

Goal 1, Action 3 In addition the the curriculum made available to and used by all students, curriculum and instructional materials are purchased to specifically address the unique needs of EL students - such as English in a Flash and Reading Eggs.

Goal 1, Action 5 all students are issued an SVCS Chromebook. Students who are low income and/or homeless are also issued a wifi hotspot to ensure access to the online resources and assignments.

Goal 2, Action 1 all students have access to the PE program. Students identified as low income or homeless will be given clothing/shoes/uniform to ensure full participation. English learners have instructional aides to help with translations and comprehension of the PE lessons.

Goal 2, Action 2 all students have access to the VAPA programs (art and dance). Students identified as low income or homeless will be given clothing/shoes/uniform to ensure full participation. English learners have instructional aides to help with translations and comprehension of the PE lessons.

Goal 2, Action 3 while many of SVCS students speak Punjabi, an instructional aide helps with comprehension of the Punjabi lessons including instruction in English related to Punjabi language lessons.

Goal 3, Action 1 professional development applies to all students; however, some PD focuses on teaching strategies for unduplicated populations and subgroups.

Goal 3, Action 3 all parents are encouraged to participate in parent/guardian involvement meetings and announcements are translated to ensure parents of the EL students receive the information and are welcomed/invited to fully participate.

Goal 4, Action 1 facilities are maintained for all students. There are designated locations (tables and chairs) for pull-out, small group and individual work with EL teacher, EL IA, math/science IA, Spec Ed, etc.

Goal 4, Action 2 transportation is available as a low-cost, fee-for-service to students. However, the families of low income, homeless and foster youth are provided transportation for free.

Goal 4, Action 5 all families receive the information. To ensure the families of EL students are aware of the resources, the announcements are translated.

Goal 4, Action 6 Recess Monitors (RM) assist all students. Two of the RMs are fluent in Punjabi and are able to assist EL students.

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

Having an ELD Teacher full time for a full year will increase services to EL students by 27.27%. Adding the Summer Boost Program and Enhanced After School Programs will increase and improve services to unduplicated pupils by 75% compared to prior year when not after school program was offered and the summer boost program was attended by 58 students in late June to mid July 2021.

To improve services to and awareness of homeless students, SVCS printed and posted the Posters and implement the housing questionnaire to improve its process for identifying students experiencing homelessness and providing them the additional support available to them. The list of resources available is extensive and we will refer to the CDE and NCHE websites, as needed. Students experiencing homelessness will be provided with support services designed to mitigate the impact of their situation. This includes, but is not limited to:

- * Providing for transportation to and from school as well as other support services for reduction of absenteeism. The reservation of funds may be used for providing transportation to ensure continuity of enrollment and attendance when a family has moved out of the general attendance area prior to the end of the school year or while the student remains homeless.
- * Provide Chromebooks, school supplies, clothing/uniforms/shoes, caps/gowns, backpacks, notebooks and other necessary school items and/or fees to allow students to participate in the school's general education program, class projects and field trips. Homeless students shall receive the support needed to achieve success academically, socially, emotionally and personally.
- * Support in obtaining birth certificates, immunizations and immunization records will be provided, if necessary.
- * Families will be aided in navigating local government agency requirements for service.
- * Students are provided a free, nutritious lunch daily when school is on-site and families may request, in advance, for meals to be delivered when school is operating on a distance-learning or a hybrid model. Food for weekends and school holidays will be provided to students experiencing homelessness as well as referrals to food bank resources, as needed.
- * Medical and dental services; eyeglasses and hearing aids; counseling services; outreach services; extended learning time and tutoring services; and opportunities for increased parental involvement are provided upon request or by recognized need.

A schoolwide comprehensive needs assessment is completed in the beginning month of the school year so that necessary support and intervention could be provided to the most needy and underperforming students. All goals and actions are aligned to the research-based practices in the LCAP, but based on site-level planning, data analysis, and student needs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,961,509.00	\$240,800.00	\$50,000.00	\$228,675.00	\$2,480,984.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,620,529.00	\$860,455.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Hire and properly assign credentialed teachers.	\$1,077,797.00				\$1,077,797.00
1	2	English Learners Foster Youth Low Income	Professional development for CCSS-aligned curriculum, differentiated instruction, use of technology, STREAM and social-emotional topics (such as cyber bullying, bullying, suicide prevention, mental health) will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (budgeted for five participants in 2021-22 with Title II funding).	\$29,203.00			\$10,000.00	\$39,203.00
1	3	All	Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials	\$26,800.00	\$40,800.00		\$10,000.00	\$77,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	4	English Learners Foster Youth Low Income	Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. A .20 FTE teacher, a full-time EL specialist, a part-time math specialist and several part-time instructional aides serve these students.	\$49,024.00			\$20,000.00	\$69,024.00
1	5	All	Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.	\$98,335.00			\$10,000.00	\$108,335.00
2	1	All	Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT Team for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.	\$21,000.00				\$21,000.00
2	2	All	Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.	\$30,731.00				\$30,731.00
2	3	All	Enhance students' experience learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.	\$4,000.00				\$4,000.00
3	1	All	Continue PD training aligned to CCSS Curriculum with a focus on STEM CCSS/NGSS Writers' Workshop Teacher-led and professional-led trainings Vertical articulation Teacher collaboration					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Continue student support structures during the school day(tutoring, differentiated instruction, re-teaching) to improve student performance.					
3	3	All	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study	\$1,000.00				\$1,000.00
3	4	English Learners Foster Youth Low Income	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.	\$5,000.00				\$5,000.00
3	5	English Learners	Continue to hold ELAC meetings to gain input and feedback.				\$500.00	\$500.00
3	6	English Learners Foster Youth Low Income	Offer afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.				\$100,000.00	\$100,000.00
4	1	All	The campus facilities will be repaired, maintained and improved as budgetary resources allow. Emphasis will be placed on safety-related items. Upgrades from Prop 39 Energy Funds are reducing energy consumption and cost.	\$137,057.00	\$200,000.00			\$337,057.00
4	2	All	Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS will provide transportation for field trips.	\$352,199.00		\$50,000.00	\$50,000.00	\$452,199.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.	\$93,013.00			\$10,000.00	\$103,013.00
4	4	English Learners Foster Youth Low Income	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and assistance available to homeless students.					
4	5	All	SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer) via newsletters and/or website content and links.					
4	6	All	Recess Monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times to increase safety and identify/report potentials issues/threats.	\$36,350.00			\$18,175.00	\$54,525.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,254,037.00	\$1,394,537.00
LEA-wide Total:	\$1,254,037.00	\$1,394,037.00
Limited Total:	\$0.00	\$500.00
Schoolwide Total:	\$1,254,037.00	\$1,394,037.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Hire and properly assign credentialed teachers.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,077,797.00	\$1,077,797.00
1	2	Professional development for CCSS-aligned curriculum, differentiated instruction, use of technology, STREAM and social-emotional topics (such as cyber bullying, bullying, suicide prevention, mental health) will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (budgeted for five participants in 2021-22 with Title II funding).	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$29,203.00	\$39,203.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. A .20 FTE teacher, a full-time EL specialist, a part-time math specialist and several part-time instructional aides serve these students.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$49,024.00	\$69,024.00
3	2	Continue student support structures during the school day(tutoring, differentiated instruction, re-teaching) to improve student performance.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Middle School Students (grades 6 - 8)	\$5,000.00	\$5,000.00
3	5	Continue to hold ELAC meetings to gain input and feedback.	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$500.00
3	6	Offer afterschool and summer school programs for additional reading, writing, math, and	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		homework support as well as co-curricular activities.					
4	3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$93,013.00	\$103,013.00
4	4	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and assistance available to homeless students.	LEA-wide Schoolwide	English Learners Foster Youth Low Income			

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

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

The revised LCAP template for the 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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.