



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shasta View Academy

CDS Code: 45-70169-034031

School Year: 2023-24

LEA contact information:

Laura Blachman

Executive Director

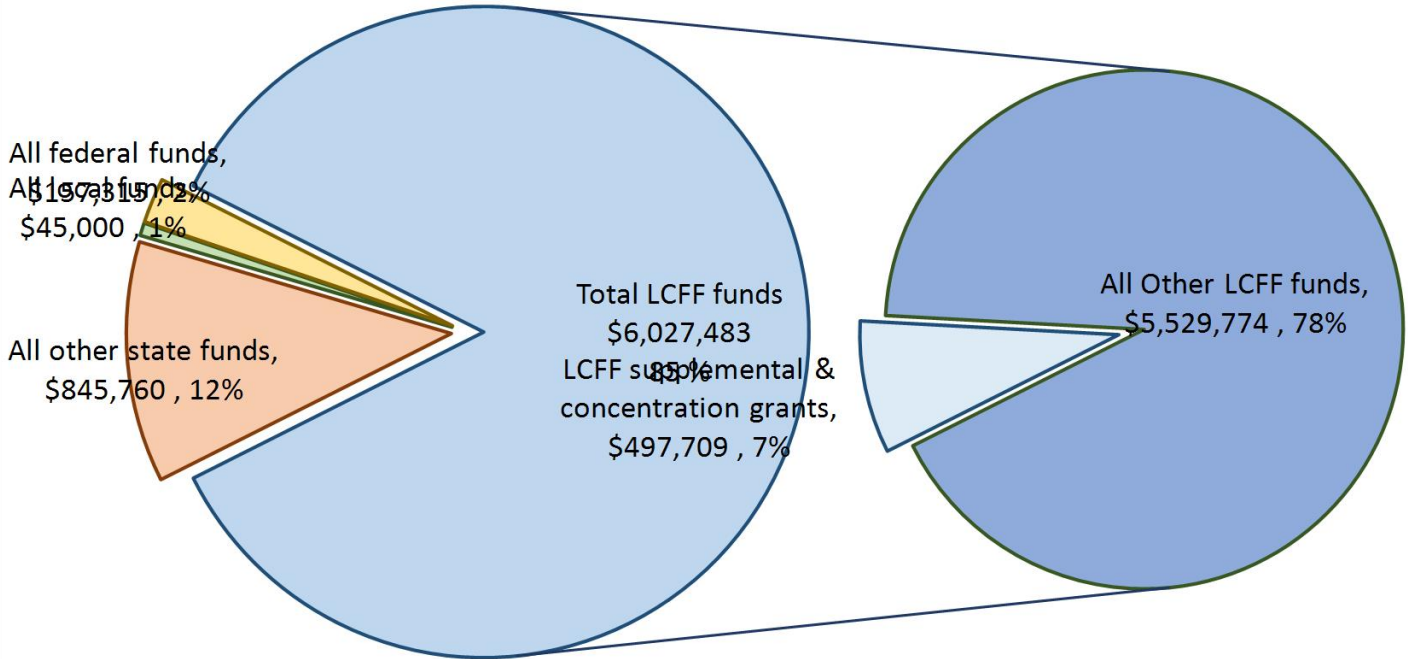
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530-233-3861

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

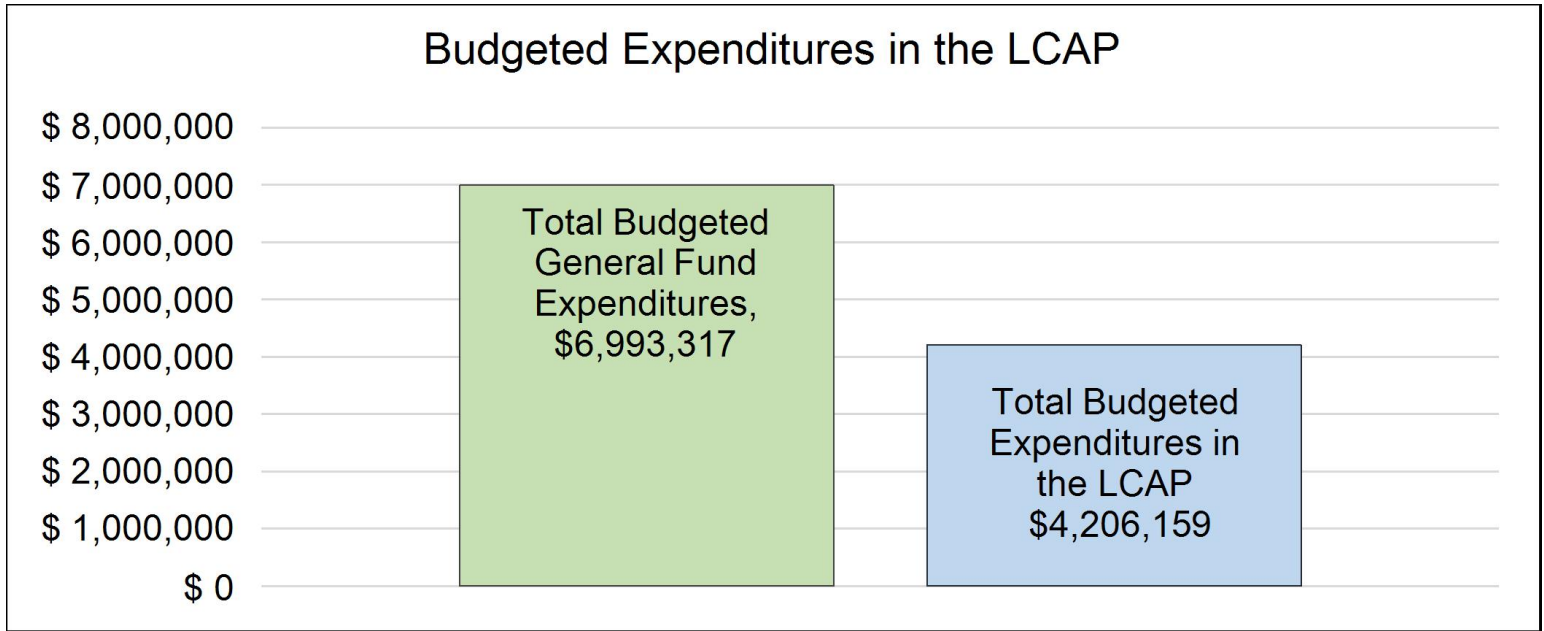


This chart shows the total general purpose revenue Shasta View Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shasta View Academy is \$7,075,558, of which \$6,027,483 is Local Control Funding Formula (LCFF), \$845,760 is other state funds, \$45,000 is local funds, and \$157,315 is federal funds. Of the \$6,027,483 in LCFF Funds, \$497,709 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Shasta View Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shasta View Academy plans to spend \$6,993,317 for the 2023-24 school year. Of that amount, \$4,206,159 is tied to actions/services in the LCAP and \$2,787,158 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year that are not included in the LCAP:

1. Administrative staff salaries;
2. Classified support staff salaries;
3. Benefit costs such as PERS, STRS, Medical, Dental & Vision Insurance;
4. Instructional and general supplies such as paper, pencils, toner, mechanical parts, and other miscellaneous items;
5. Contracted services such as liability insurance, travel and conference, communications and utility costs.

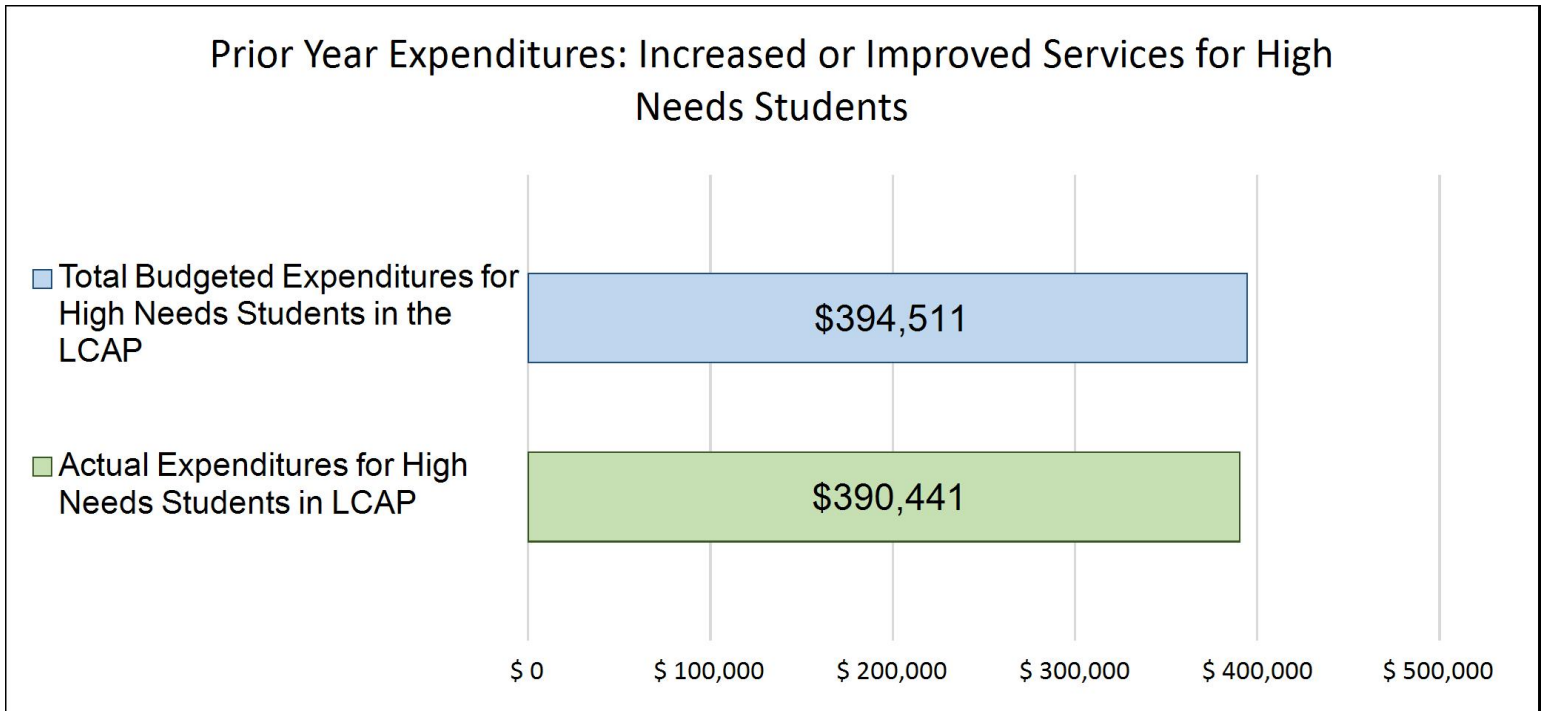
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Shasta View Academy is projecting it will receive \$497,709 based on the enrollment of foster youth, English learner, and low-income students. Shasta View Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta View Academy plans to spend \$497,709 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Shasta View Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shasta View Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Shasta View Academy's LCAP budgeted \$394,511 for planned actions to increase or improve services for high needs students. Shasta View Academy actually spent \$390,441 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-4,070 had the following impact on Shasta View Academy's ability to increase or improve services for high needs students:

SVA did not hire a Math tutor in the 22-23 school year. The duties were absorbed by the Math Specialist and the associated costs did not occur.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shasta View Academy	Laura Blachman Executive Director	laura@shastaview.org 530-233-3861

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 Shasta View 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 2023-2024 school year is anticipated to be 520 students. The student population is 36.45% 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, and 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, 1.5 Reading Specialists, 1 Math Specialist, 1.5 Writing Specialists, and 2 High School Coordinators.

In addition to assisting the student in completing all coursework 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 with appropriate career and educational choices after high school.

This year SVA completed their WASC self study earning a 6 year accreditation term with a 3 year visit. We are very proud of this accomplishment and look forward to continued program improvement.

## 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 employed, supervised, and evaluated 23 highly qualified general education teachers, 1.5 Reading Specialists, 1 Math Specialist, 1.5 Writing Specialists, and 2 High School Coordinators.

SVA has a fully implemented Special Education Program functioning as an LEA under the El Dorado Charter SELPA. In the 21-22 school year that included 2 Resource Specialists, 1 Speech and Language Pathologist, 1 School Psychologist, 1 Special Ed Coordinator and 4 part-time specialists subcontracted through Growing Healthy Families and the Shasta County Office of Ed.

## 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 Shasta County Office of Education, professional organizations and private vendors. Staff members attended 25 different training sessions in the 22-23 school year.

SVA administration met with staff on a monthly basis to discuss student progress and achievement, instruction, assessment, and intervention.

## Conditions for Learning

### 1. Basic – Standards Based Instructional Materials

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

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

SVA developed core subject working groups consisting of credentialed teachers and specialists. These groups met at each staff meeting to review curriculum options, discuss student success and progress in their subject areas, and help edit and improve the curriculum guides 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 educational partners.

## Conditions for Learning

### 2. Implementation of State Standards

SVA 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 maintained 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, special education parents, high school students, and staff. Survey participants included 122 parents, 59 students, and 32 staff members. Surveys completed in the spring of 2023 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 2023 indicates that school employees are satisfied or 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 1-11 in the 22-23 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 2022:

36% at or above grade level

41% one grade below

23% two or more grade levels below

i-Ready Math scores spring 2023

55% at or above grade level

28% one grade below

17% two or more grade levels below

#### Results for Reading

i-Ready Reading scores fall 2022:

58% at or above grade level

24% one grade level below

19% two or more grade levels below

i-Ready Reading scores spring 2023

69% at or above grade level  
18% one grade below  
14% 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 2022-2023 school year, SVA general education teachers developed personalized learning plans for each student. The plans were supported by the assigned teacher, reading specialists, a math specialist, 2 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 continued to employ a Math Specialist during the 2022-23 school year. The specialist worked to build a strong math program to include:

A new policy regarding the completion of math assignments on a daily basis.

3 in person math classes (Grades 2-3, 4-5, and 6-8).

4 online/interactive subject-based math classes (Grades 2-8).

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

Oversight of high school Mr. D and Thinkwell Algebra classes.

A dedicated math page on the school website that includes instructional videos and helpful links for students and parents.

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

Math curriculum pacing guides to help teachers and parents keep students on track for course completion.

Bi-weekly group math tutoring.

Teacher training on intervention strategies.

Updated math manipulative kits by grade level.

Distribution of math manipulative kits to students grades TK-8.

Reading Support - SVA continued to employ a Reading Specialist during the 2022-23 school year who assessed all TK and K students using the Acadience 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 creating Academic Growth Plans when necessary, and worked cooperatively with Special Education Staff to support the reading skills of students with special needs. The school hired a part time Reading Specialist to offer more in person support for students in Modoc County.

High School Support - SVA employed 2 High School Coordinators in the 22-23 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 College and Career Readiness 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.

There were 133 students on an Academic Growth Plan in the 22-23 school year. 85% of those students showed i-Ready score growth.

#### Pupil Outcomes

##### 4. Pupil Achievement – State CAASPP Assessments

SBAC Assessment - SVA began serving students in August 2019.

SVA administered the SBAC assessment in the spring of 2022. This testing period established the school's baseline scores.

#### CAASPP 2021-2022 ELA Results:

##### Scores

20.50% Standard Exceeded

26.56% Standard Met

22.62% Standard Nearly Met

30.33% Standard Not Met

#### CAASPP 2021-2022 Mathematics Results:

##### Scores

16.06% Standard Exceeded

17.32% Standard Met

24.66% Standard Nearly Met

41.96% Standard Not Met

#### Pupil Outcomes

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

In the 22-23 school year, 56 students took a-g courses and 98% of those students completed their courses.

In the 22-23 school year, 11 graduating students completed all a-g graduation requirements.

#### Pupil Outcomes

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

In the 22-23 school year 59% (27 students) met the dashboard criteria for prepared, 10% (5 students) met the criteria for approaching prepared, and 30% (14 students) met the criteria for not prepared.

SVA developed a Natural Resource CTE Pathway using a credentialed CTE Teacher. In the 22-23 school year, 10 students participated in that pathway.

SVA teachers received training in the implementation of the school's CTE Pathways throughout the 22-23 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 administered the ELPAC in the 22-23 school year ELPAC was administered to one student.

#### Pupil Outcomes

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

SVA's grade level promotion rate in the 22-23 school year was 99%.

#### Engagement

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

SVA's High School Graduation Rate in the 22-23 school year was 99.98%.

#### 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 22-23 school year.

#### Engagement

Parent Involvement - Annual Survey results regarding academic achievement.

99.8% of parents who completed our annual survey reported that they were supported and encouraged by SVA. Parents reported their student/s made academic progress during the 2022-2023 year.

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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 used the School Pathways student information system to track student attendance throughout the year. In the 22-23 school year, SVA had a 98.54% attendance rate at P-2.

#### Engagement

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

In the 22-23 school year, SVA had a school wide chronic absenteeism rate of 2%

#### Engagement

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

In the 22-23 school year, SVA's expulsion rate was 0%.

#### Engagement

##### 6. School Climate - Suspension Rate

In the 22-23 school year, SVA had zero suspensions.

#### Engagement

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

In the 22-23 school year, SVA's high school dropout rate was 0%.

#### Engagement

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

In the 22-23 school year, SVA's middle school dropout rate was 0%.

#### Engagement

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

In the 22-23 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 a second parent meeting in February 2023 seeking input to the LCAP.

The school offered a parent training in August and a Curriculum Fair in March that allowed time for parents to interact in person with school staff as well as other SVA families.

SVA has 3 parents on the school Advisory Council. The council met quarterly to discuss and give input on school policy, LCAP development, and planning for the 23-24 school year.

The SVA Board of Directors includes 3 parents and 2 community members. The board met every month 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 22-23 school year, a parent survey indicated that 100% of parents use the ParentSquare portal for communication and are satisfied with the program.

SVA updated and improved its professional website. In the 22-23 school year, information was updated on 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 22-23 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 drawings and semester writing contests to promote connectivity and engagement.

SVA held a STEAM fair and an Art Exhibition to showcase student talents and achievements.

SVA High School Coordinators offered a virtual College and Career Preparation Course. 32 students attended and completed the course.

SVA increased the number of field trips during the 22-23 school year to increase the number of opportunities to build in-person connections with students and parents.

## 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.

Identified Need - Mathematics Competency

SVA began serving students in the 19-20 school year. Baseline state assessment scores in math were established in the spring of 2022 and indicated a need to focus on math skills at all grade levels. I-Ready internal math assessments administered in the spring of the 22-23 school year also supported the necessity to focus on math competency as an area for targeted growth.

Results for Math

i-Ready Math scores fall 2022:

36% at or above grade level

41% one grade below

23% two or more grade levels below

i-Ready Math scores spring 2023

55% at or above grade level

28% one grade below

17% two or more grade levels below

The following actions were taken in the 2022-2023 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. During the 22-23 school year, the Specialist continued to offer 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 students' academic growth.

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Identified Need - Language Arts Competency

SVA began serving students in the 19-20 school year. Baseline state assessment scores in ELA were established in the spring of 2022. I-Ready internal reading assessments administered in the spring of the 22-23 school year indicated that the majority of students are reading at or above grade level.

Results for Reading

i-Ready Reading scores fall 2022:

58% at or above grade level

24% one grade level below

19% two or more grade levels below

i-Ready Reading scores spring 2023

69% at or above grade level

18% one grade below

14% two or more grade levels below

SVA remains committed to growth and improvement in reading and writing. The following actions were taken in the 2022-2023 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 1.5 Reading Specialists in the 22-23 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 SVA Teacher support.

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

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

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#### Identified Need - College Career Readiness

In the 22-23 school year, SVA High School students met the following criteria:

59% of the students ranked as well prepared for college.

10% of the students ranked as approaching prepared for college.

30% of the students ranked as not prepared for college.

The percentage of students ranked as well prepared in the 22-23 school year increased by 5%.

While SVA is above the state average in this metric, educational partners agreed that this is an area of concern and the following actions were taken in the 22-23 school year to improve the percentage of high school students who rank as prepared. The following actions were taken in the 2022-2023 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 during the August training regarding the college/career prepared qualifiers and continued to update Teachers at monthly staff meetings.

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 Coordinators continued to research and test online college options during the 22-23 school year to increase these course options for all students.

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#### Identified Need - Chronic Absenteeism

SVA's 22-23 Chronic Absenteeism rate is 2.5% which is low when compared to the state average.

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 the administration to identify issues and support corrective actions.

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#### Identified Need - Engagement with Educational Partners

The SVA annual surveys completed by parents and high school students in the spring of 2023 indicated that parents and high school students appreciate the following opportunities for engagement.

SVA plans to build on this strength and continue providing the following services to parents and students:

Creation of a website page that celebrates student accomplishments.

A monthly Parent Square announcement detailing student accomplishments and awards.

Increased educational field trip opportunities for all grade levels in all areas of service.

A wide array of Enrichment Partner options funded at \$120 per students per month.



Increased participation in Schoolwide contests, events and activities.  
Continue to encourage stakeholder participation in the SVA School Board and Advisory Council meetings through ParentSquare announcements.  
Sponsor a minimum of one event per semester focused on helping parents meet one another.  
SVA will continue offering counseling services to all school stakeholders via Lotus Educational Services.

## 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:

This spring SVA administration hired 3 new general education teachers, 1 new special education teacher, and a .5 FTE Math Specialist to meet student needs in the 23-24 school year.

The creation of a Science Specialist Position focused on the Natural Resource CTE Pathway, robotics, a-g science classes and labs.

Credentialed staff in the 23-24 school year will include 25 highly qualified general education teachers, 1.5 Reading Specialists, 1.5 Math Specialists, 1.5 Writing Specialist, 2 High School Coordinators, and an administrative staff to include the School Director, Assistant Director, Student Services Coordinator and an Administrative Assistant.

The school employs and supervises a fully implemented Special Education Program functioning as an LEA under the El Dorado Charter SELPA. We are adding another full time Resource Specialist in the 22-23 school year. Staffing for the 23-24 school year will include 1 Special Education Coordinator, 3 Resource Specialists, 1 Speech and Language Pathologist, 1 School Psychologist, an Adaptive Physical Education Specialist, and a .5 Occupational Therapist.

Professional development opportunities will be offered to all staff with an emphasis on Structured Literacy, Social Emotional Learning, Trauma Informed Practices, CTE Pathways, College Career Readiness Standards, Next Generation Science Standards, Mathematics intervention strategies and instruction, and Reading intervention strategies and instruction. Math support and training will be a major emphasis in the 23-24 school year.

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

The school will distribute grade level math kits to support hands on learning for grades K-8.

The school will provide all students with technology devices for library checkout (Chromebooks, iPads and document cameras).

The school will purchase "Securly," an internet safety filter, to be installed on all school devices to ensure student safety.

The school will provide internet hotspots for students with internet connectivity issues.

The school will offer a wide selection of online course options and supplementary programs 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.

The school will operate two safe and clean Resource Centers in Redding 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 Centers to ensure a safe and clean environment for all students and educational partners.

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 SVA Teacher, 1.5 FTE writing specialists, 1.5 FTE reading specialists, 1.5 FTE math specialists, 1 FTE science specialist, 2 high school coordinators, 4 administrators, and the parents/guardians.

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

The school will continue using Acadience 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 expanded.

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

The Math Specialist will add a Pre-Algebra and Algebra class in person at the Redding Resource Center.

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

Grade level writing classes for grades 2-12 will be offered at the Shasta View Resource Center both in person and virtually.

Writing instruction and support 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.

SVA will continue to build a Natural Resources CTE Pathway using a CTE certified instructor.

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 offer a parent training and orientation in August to introduce families to our program protocols and opportunities.

The school will maintain a professional website. Staff will add a page to the site sharing student accomplishments.

The school will use "ParentSquare" as an internal communication network to keep all educational partners informed about events and important information.

The school will offer a wide range of educational field trips to promote connectivity and engagement.

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

The school will continue to implement monthly math and semester 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.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

## Educational Partner Engagement Process:

The SVA staff and administration consulted the following educational partners in the planning process for the SVA 2023 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 where the teacher discusses student 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 its provision of services to students and their families throughout the school year.

The SVA Advisory Council consists of 3 parents, 2 high school students, a teacher, and a staff member as well as the Executive Director. These meetings are consistently attended by additional parents and staff. The LCAP was a discussion item at each of the four council meetings this year (10-13-21, 1-11-22, 3-8-22, 5-22-22). The council did an outstanding job reviewing goals and action items and suggesting new actions to meet goals in the 23-24 school year.

The SVA, Inc. Board of Directors has 4 parents and 1 community member on the board and the LCAP was reviewed and discussed at each monthly meeting (8-18-22, 9-8-22, 11-10-22, 12-8-22, 1-14-23, 2-9-23, 3-9-23, 4-20-23, 5-11-23, 6-15-23). The board gave input to the school's progress, goals, and action items.

SVA held two schoolwide parent meetings aimed at evaluating the school's education program (8-18-22, 3-9-23). 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 the annual parent survey in February 2023. The parent responses were analyzed and the results were used in the LCAP development process. 126 parents responded to the annual survey. This number represents more than half of all families enrolled at the school.

### Students

Students meet with their assigned SVA 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 completed the annual surveys in February 2023. Survey results were an important part of the LCAP development process. 60 High School students responded to the survey.

### Staff

The school staff met in person once a month throughout the 22-23 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 May 2023. Survey results were used in the LCAP development process. 36 staff members responded to the survey.

A summary of the feedback provided by specific educational partners.

Parents

Parent input was collected during the 22-23 school year using the annual survey, 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:

100% of parents surveyed reported that they are satisfied or very satisfied with their assigned SVA Teacher.

Parents reported that they are satisfied with the support offered by school specialists (Reading, Writing, and Mathematics).

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

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

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

Parents appreciate the ability to order art supplies through the school.

Parents feel the school facilities are safe and clean.

Parents would like to have in person supplemental classes continue in the 23-24 school year in math, writing, and science.

Parents would like to have virtual supplemental classes continue in the 23-24 school year in math, writing, and science.

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

Student Achievement and Other Student Outcomes:

Parents reported that their students enjoyed the supplemental classes in math, writing and science classes this year and would like to have in person classes continue in the 23-24 school year.

Parents are pleased with the virtual math, writing, and science classes, and the additional mathematics support offered and would like to have virtual classes continue in the 23-24 school year.

Parents like the addition of STEAM, science and robotics classes in the 22-23 school year.

Parents expressed satisfaction with SVA's college and career readiness program.

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

100% of parents agree that the school provides adequate and appropriate instructional materials for their students.

82% of the parents surveyed were pleased with the school's use of i-Ready.

5% of the parents surveyed did not enjoy using i-Ready as the school diagnostic.

93% of the parents surveyed reported that their student's academic progress improved or stayed the same in the 22-23 school year. No parent reported that their student's performance declined.

Engagement and School Climate:

86% of parents surveyed reported that they were very satisfied or satisfied with SVA field trips and activities.

99% of parents report that they would recommend our school to a friend.  
100% of parents surveyed reported they believe the ParentSquare program is an effective form of schoolwide communication.  
Some parents who utilized virtual sessions for special education Occupational Therapies would prefer in person services.  
Parents would like a general education resource center that is easier to access.  
Parents appreciated the mental health supports and services offered by the school.  
Parents agree that the school welcomes input from students and their parents.  
100% of parents surveyed reported that they were very satisfied or satisfied with SVA and would recommend the school to a friend.

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### Students

Student input was collected through online individual surveys for high school students in March 2022 and regular meetings with their assigned teachers and school support staff.

### Student Feedback:

100% of HS students surveyed reported that they have a good relationship with their SVA Teacher.  
92% of HS students surveyed appreciated working with the High School Coordinators.  
95% of HS students surveyed reported that they are satisfied with the curriculum opportunities that SVA offers.  
60% of HS students surveyed reported that Mathematics is their most challenging subject and would like more tutoring opportunities and support for online classes.  
96% of HS students who took the SVA College and Career class enjoyed the curriculum and the experience.  
Some high school students do not enjoy using i-Ready as the schoolwide assessment tool.  
HS students appreciated the math and writing classes offered in person and online this year.  
HS students appreciate the school's support for concurrent enrollment in local community colleges.  
HS students appreciated the use of school laptops, Chromebooks, and iPads.  
HS students appreciated assistance from the math, reading, and writing specialists.  
HS students enjoy enrichment opportunities offered by the school.  
HS students appreciate the flexibility that their personalized learning plan provides.  
90% of HS students are proud of their academic progress this year.  
100% of the HS students surveyed reported satisfaction with the school and would recommend the school to a friend.

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### Shasta View Academy Staff

Staff input was gathered via a staff survey, monthly 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 Math Specialist and would like to find creative ways to increase the math support available to them.

The staff appreciates the assistance provided by the Writing Specialists and would like to find ways to increase the writing support available to them and to their families.

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 would like training in structured literacy.

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

88% of teachers report that students who were below grade level at the beginning of the year showed significant improvement.

100% of teachers used i-Ready as an intervention tool this year.

Teachers expressed concern about the inability to meet unvaccinated students at the Mtn. View school site.

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

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

Staff reported that they appreciate the mental health supports offered by the school this year.

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 input from educational partners.

The 2022 LCAP was influenced by stakeholder input in the following manner:

##### Parent Input:

The school's Math Specialist will be fully funded in the 23-24 school year with the addition of a half time teacher to assist with classes and tutoring. The program will be strengthened and expanded to include supplementary math classes for students in all grades.

Math manipulative kits are considered consumable and distributed to all families grades TK-8.

The Math Specialist will continue to create self paced math classes posted to the school website, provide math tutoring for grades 4-12, participate in curriculum review and guidance, and provide 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 Redding Reading Specialist will be fully funded in the 22-23 school year. The school reading program will be strengthened and expanded to include reading assessment for struggling readers, structured literacy training, dyslexia training for SVA staff and parents, new online supplementary reading programs, one on one reading instruction, and tutoring as needed.

The school will continue to reactivate the monthly field trip program as health restrictions allow.

The school will continue to fund the Enrichment Partner Program at \$120 per month per student.

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 continue to research accessible resource center location options within the Columbia ESD boundary.  
The school will continue to purchase a vast collection of grade appropriate, standards based curricula to accommodate all student learning styles.  
The school will create 1 parent meet and greet activity per semester.

#### 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 continue to 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 employ a full time School Psychologist and continue to offer counseling with the School Psychologist and Lotus Educational Services throughout the 23-24 school year.  
The school will offer virtual and drop in math tutoring sessions for students grades 6-12.

#### SVA Staff Input:

The school will continue to prioritize professional development.  
The school will offer Structured Literacy training in the 23-24 school year.  
The school will continue providing staff training in Social Emotional Learning and Trauma Informed Practices.  
The school will provide training in the CA State standards aligned curriculums for Language Arts, Mathematics, and Science.  
The school will improve recruitment strategies to increase the number of students who participate in the SVA 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 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 4 full time and 3 part time specialists (Reading, Mathematics, Writing, Science) to provide intervention services and student support.  
The school will offer set times for mathematics tutoring at the Redding resource center and continue to offer additional tutoring by appointment.  
The Math Specialist will offer oversight and support for middle school and high school students using online math courses.  
The school will continue the use of Acadience assessment for grades TK-K and bi-annual i-Ready assessment 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.	In the 21-22 school year, all SVA Gen. Ed. and Special Education teachers are highly qualified and fully credentialed.	In the 22-23 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.	In the 21-22 school year, students grades TK-12 had access to standards aligned instructional materials and curriculum.	In the 22-23 school year, students grades TK-12 have 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	In the 21-22 school year, 100% of	In the 22-23 school year, 100% of		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	students in grades TK-12 had access to a broad course of study.	students in grades TK-12 had access to a broad course of study.	students in grades TK-12 have 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.	In the 21-22 school year, academic content and performance standards were implemented for all students.	In the 22-23 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.	In the 21-22 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.	In the 22-23 school year 100% of English Learners have 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.	In the 21-22 school year all school facilities were well maintained and safe.	In the 22-23 school year all school facilities are well maintained and safe.		All school facilities are well maintained and in excellent repair.
School Climate 6. Parent and Family Engagement, Local Climate Survey	100% of parents surveyed reported that their children are safe when visiting our school sites.	100% of parents surveyed reported that their children are safe when visiting our school sites.	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
School Safety & Maintenance					
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.	98% of parents surveyed in 21-22 reported that they are satisfied or very satisfied with the curriculum choices available at SVA.	100% of parents surveyed in 22-23 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
1.1	Highly Qualified General Education Teachers	1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Math, and Writing Specialists and Special Ed staff).	\$2,246,817.00	No
1.2	Special Education Staff	1.2 Employ, supervise, and evaluate highly qualified and credentialed special education staff.	\$352,363.00	No
1.3	Staff Professional Development	1.3 Provide staff professional development opportunities that target the following areas: Structured Literacy 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	\$64,235.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Tiered intervention for students performing below grade level in ELA and Math</p> <p>Next Generation Science Standards</p> <p>State and internal assessment programs</p> <p>High school student course and curriculum selection</p> <p>Mandated/required training for compliance</p>		
1.4	Standards Aligned Curriculum and Materials	1.4 Purchase state adopted standards based curriculum and materials for all grade levels.	\$181,037.00	No
1.5	Academic Enrichment Opportunities	1.5 Provide a wide array of academic and extra curricular opportunities through the school's approved Enrichment Partner Program.	\$300,000.00	No
1.6	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
1.7	Safe and Clean Resource Centers	<p>1.7 Ensure that the SVA facilities are safe and clean through the following actions:</p> <p>Update and follow a site safety plan.</p> <p>Update the maintenance contract with the site landlord.</p> <p>Update and use a daily check list for resource center cleanliness and maintenance.</p>	\$500.00	No

## Goal Analysis [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of these actions. All of the actions outlined in goal #1 were implemented successfully.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in the 2022-2023 school year.

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

The specific actions outlined in goal 1 were very effective in making progress toward the goal that "all students have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean".

Action 1.1 Employ, supervise, and evaluate highly qualified teachers.

SVA employed, supervised and evaluated 24 highly qualified teachers. Those teachers provided instruction, support, and assessment to all students enrolled in SVA.

Action 1.2 Employ, supervise, and evaluate highly qualified and credentialed special education staff.

SVA employed, supervised and evaluated 5 highly qualified special education staff members to include 1 FTE SPED Coordinator, 1 FTE School Psychologist, 2 FTE SPED Teachers, and 1 FTE Speech and Language Pathologist. SVA also had agreements with organizations to provide online services with an Occupational Therapist, and an agreement with the Shasta County Office of Education to provide Adaptive PE and Vision services. Service providers offered IEP support, assessment, direct services and instruction to 60 students enrolled in SVA with an IEP.

Action 1.3 Provide staff professional development opportunities.

SVA staff participated in training in all areas outlined in action 1.3 to include:

3 day All Staff Training August 3-5, 2022 and Monthly Training provided by SVA Administrators and Specialists (36 participants)

Included training in SEL, Trauma Informed Practices, Suicide Prevention, College and Career Readiness, CTE Pathway Implementation and Oversight, Math and ELA Instruction, Special Ed Services, Tiered Intervention, Science Standards, Technology, State and i-Ready Assessments, HS Course and

Curriculum Selection, and Sexual Harassment Training.

Charter School Development Center Leadership Update (6 participants)

El Dorado Charter SELPA Admin Training (2 participants)

Elementary Reading Fundamentals (1 participant)

California Reading and Literature Project (1 participant)  
Virtual Social and Emotional Learning NOW Institute (1 participant)  
Getting Reading Right K-5 Teacher Countywide Consortium (1 participant)  
CSAC Financial Aid Training (1 participant)  
Building Thinking Classrooms in Mathematics (1 participant)  
High School Counselor Conference (2 participants)  
CMC North Conference 65th Annual Conference (5 participants)  
K12 Strong Workforce Regional Engagement Meeting - Grant Training (1 participant)  
i-Ready Teacher Training (6 participants)  
i-Ready Admin Training (1 participant)  
Education for Homeless Children and Youth Act (1 participant)  
Project Learning Tree @ Turtle Bay Museum (1 participant)  
Fentanyl Crisis Webinar - for Naxolone (1 participant)  
2022 Annual Foster and Homeless Training (1 participant)  
Mount Lassen Math Conference (4 participants)  
CRLP Comprehension Training, K-2 (1 participant)  
CPI Certification - Sacramento (4 participants)  
Math Brains: Activate! (1 participant)  
The Google training (1 participant)  
ASIST Suicide Prevention Training (32 participants)  
Structured Literacy Shasta County Office of Ed (30 participants)  
El Dorado Charter SELPA Teacher Academy (4 participants)

Action 1.4 Purchase state adopted standards based curriculum and materials for all grade levels.  
SVA purchased state adopted standards based curriculum and materials for all enrolled students.

Action 1.5 Provide a wide array of academic and extracurricular opportunities through the school's approved Enrichment Partner Program.  
SVA provided a wide array of academic and enrichment opportunities for all enrolled students. (373 participants)

Action 1.6 Update and maintain the SVA CA State Standards aligned a-g approved course list (including online courses).  
SVA updated and maintained an approved a-g course list for high school students. The SVA a-g list includes 260 courses.

Action 1.7 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, and update and use a daily checklist for resource center cleanliness and maintenance.  
SVA had two resource centers for student use in Shasta County. Both sites provided a safe and clean environment for students

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.

There are no changes to Goal #1, metrics, or desired outcomes in the 23-24 LCAP. SVA is making the following changes to the action items for the 23-24 school year based on information gathered and stakeholder reflections.

Action 1.1 Employ, supervise, and evaluate highly qualified teachers.

SVA administration hired 3 new general education teachers for the 23-24 school year.

Action 1.2 Employ, supervise, and evaluate highly qualified and credentialed special education staff.

One of SVA's general education teachers is transitioning to a special education teacher position. She will be pursuing her SPED credential through Chico State's credentialing program.

Staffing in the 23-24 school year will be: 1 FTE SPED Coordinator, 1 FTE School Psychologist, 3 FTE SPED Teachers, and 1 FTE Speech and Language Pathologist. SVA will also have agreements with organizations to provide online services with an Occupational Therapist, and an agreement with the Shasta County Office of Education to provide Adaptive PE and Vision services.

Action 1.3 Provide staff professional development opportunities.

No changes to this action item in the 23-24 LCAP.

Action 1.4 Purchase state adopted standards based curriculum and materials for all grade levels.

No changes to this action item in the 23-24 LCAP.

Action 1.5 Provide a wide array of academic and extracurricular opportunities through the school's approved Enrichment Partner Program.

No changes to this action item in the 23-24 LCAP.

Action 1.6 Update and maintain the SVA CA State standards aligned a-g approved course list (including online courses).

No changes to this action item in the 23-24 LCAP.

Action 1.7 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, and update and use a daily checklist for resource center cleanliness and maintenance.

SVA has plans to expand the Innsbruck Resource Center in the 23-24 school year and to work with the Columbia Elementary School District to construct a facility for SVA use at Mtn. View Middle School.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.	CAASPP 2020-2021 Mathematics Results: Due to COVID restrictions 54% of SVA students completed state assessment. Scores 13.54% Standard Exceeded 30.21% Standard Met 34.38% Standard Nearly Met 21.88% Standard Not Met	CAASPP 2022-2023 Mathematics Results: 99% of SVA students completed state assessment. Scores 20.50% Standard Exceeded 26.56% Standard Met 22.62% Standard Nearly Met 30.33% Standard Not Met		70% of students assess at or above standard met for Mathematics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	CAASPP 2020-2021 ELA Results: Due to COVID restrictions 54% of SVA students completed state assessment. Scores 36.46% Standard Exceeded 32.29% Standard Met 17.71% Standard Nearly Met 13.54% Standard Not Met	CAASPP 2022-2023 ELA Results: 99% of SVA students completed state assessment. Scores 16.06% Standard Exceeded 17.32% Standard Met 24.66% Standard Nearly Met 41.96% Standard Not Met		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.	ELPAC was administered to one student. The student scored a 3 and graduated in December 2022.	ELPAC was administered to one high school student. The student scored a 3.		100% of SVA English Learners are classified as proficient.
Engagement 5. Pupil Engagement Grade Level Promotion	In the 20-21 school year, 98% of SVA students promoted one grade level.	In the 21-22 school year, 99% of SVA students promoted one grade level.	In the 22-23 school year, 99% 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.	In the 21-22 school year, 99.98% of 12th grade students met SVA's requirements for high school graduation.	In the 22-23 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In the 21-22 school year, 98% of students enrolled in UC a-g course completed and passed the course.	In the 22-23 school year, 100% 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	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  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	Beginning of the year i-Ready Reading scores fall 2021: 55% at or above grade level 25% one grade level below 20% two or more grade levels below  End of the year i-Ready Reading scores spring 2022 69% at or above grade level 17% one grade below 14% two or more grade levels below	Beginning of the year i-Ready Reading scores fall 2022: 54% at or above grade level 24% one grade level below 22% two or more grade levels below  End of the year i-Ready Reading scores spring 2023: 69% at or above grade level 18% one grade level below 14% two or more grade levels below		75% of students are at or above grade level in Reading at the end of the school year.
Pupil Outcomes 4. Pupil Achievement Internal Assessment i- Ready Mathematics Diagnostic Results	Beginning of the year i-Ready Math scores fall 2020: 40% at or above grade level 42% one grade below	Beginning of the year i-Ready Math scores fall 2021: 40% at or above grade level 37% one grade below	Beginning of the year i-Ready Math scores fall 2022: 35% at or above grade level 28% one grade level below		70% of students are at or above grade level in Math at the end of the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	19% two or more grade levels below  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	23% two or more grade levels below  End of the year i-Ready Math scores spring 2022: 59% at or above grade level 25% one grade below 17% two or more grade levels below	17% two or more grade levels below  End of the year i-Ready Math scores spring 2023: 55% at or above grade level 28% one grade level below 17% two or more grade levels below		
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.	In the 21-22 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.	In the 22-23 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.	100% of Unduplicated Students have access to programs and services.		100% of Unduplicated Students have access to programs and services.
Engagement 6. School Climate	In the 20-21 school year, annual school surveys (parents, high	In the 21-22 school year, annual school surveys (parents, high	In the 22-23 school year, annual school surveys (parents, and		98% of surveyed parents are satisfied with their student's

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey outcomes regarding academic achievement.	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.	school students, students grades 5-8) indicated that: 96% of students were satisfied with their academic achievement. 100% of parents were satisfied with their children's progress.	high school students) indicated that: 100% of students were satisfied with their academic achievement. 100% of parents were satisfied with their children's progress.		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.	In the 21-22 school year: Of 38 SVA graduates, 20 students (53%) met the dashboard criteria prepared 5 students (13%) met the dashboard criteria approaching prepared 13 students (34%) met the criteria for not prepared.	In the 22-23 school year: Of 46 SVA graduates, 27 students (59%) met the dashboard criteria prepared 5 students (10%) met the dashboard criteria approaching prepared 14 students (30%) 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
2.1	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
2.2	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.	\$15,000.00	No
2.3	Tiered Intervention Program	2.3 Provide a tiered intervention program to track and assist students performing below grade level.	\$45,168.00	Yes
2.4	Math Support and Intervention	2.4 Math Specialist(s) to develop a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all educational partners.	\$108,665.00	Yes
2.5	Reading Support and Intervention	2.5 Reading Specialist(s) to assess, instruct, and provide oversight to the school's reading intervention program.	\$112,526.00	No
2.6	Writing Support and Intervention	2.6 Writing Specialist(s) to implement school wide writing program that includes online and in person writing classes for all grade levels.	\$100,365.00	Yes
2.7	High School Coordinators	2.7 High School Coordinator(s) 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. Provide staff assistance and guidance with course and curriculum selection. Plan and implement high school field trips, activities and events.	\$267,845.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Coordinate college outreach activities.</p> <p>Oversee high school student concurrent enrollment with local community colleges.</p> <p>Maintain and update a full a-g course list.</p> <p>Teach the annual Career Choices classes in Shasta and Modoc Counties.</p> <p>Assist students with course planning in order to graduate as "Well Prepared"</p>		
<b>2.8</b>	High School CTE Pathways	2.8 Continue to develop the SVA Natural Resources CTE Pathway and to increase student exposure to all SVA CTE Pathways. Costs included in regular budget.		No
<b>2.9</b>	Technology Devices for Student Use	2.9 Purchase Chromebooks, internet hotspots and document cameras for student checkout and use.	\$35,000.00	Yes
<b>2.10</b>	Science/CTE Support and Intervention	2.10 Science Specialist(s) to implement a school wide science program and develop a CTE Pathway in Natural Resources.	\$103,623.00	Yes
<b>2.11</b>	Home Language Survey and ELPAC Administration	2.11 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
<b>2.12</b>	Mathematics Manipulative Kits	2.12 Purchase and distribute math manipulative kits for grades TK-8 to assist with math instruction at home.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

The only action item not implemented in the 22-23 school year was Action 2.10 - Fund .4 FTE Mathematics Tutor to provide weekly drop in tutoring for students. This action was not completed because the Math Specialist was able to provide tutoring to students needing assistance with math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Tutoring was provided to all SVA students so the percentage of improved services was not impacted. The difference in budgeted expenditures was a negative \$22,498 (estimated cost of a part time math tutor).

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

The specific actions outlined in goal 2 were very effective in making progress toward the goal to "Improve student achievement and performance. Prepare students to be college and career ready."

Action 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.  
Each SVA student had an active personalized learning plan in the 22-23 school year.

Action 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.  
SVA purchased and used i-Ready as the school's internal assessment program for grades 1-11. Acadience Assessment was used to evaluate student reading skills for grades TK-K.

Action 2.3 Provide a tiered intervention program to track and assist students performing below grade level.  
SVA had an active tiered intervention program for all students grades TK-12. 133 students had an Intervention Academic Growth Plan in the 22-23 school year.

Action 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 educational partners.



SVA funded 1 Math Specialist in the 22-23 school year. The SVA Math Specialist provided math training and curriculum guidance for parents and SVA Teachers, one on one math tutoring for students grades 5-12, and taught supplementary math classes throughout the year. 4 classes were offered online with 45 attendees and 3 classes were offered in person with 21 attendees.

Action 2.5 Fund 1 FTE Reading Specialists to assess, instruct, and provide oversight to the school's reading intervention program.

SVA funded 1 Reading Specialist in the 22-23 school year. The SVA Reading Specialist provided reading support to all students, assessed TK-1st grade students at the beginning, middle and end of the year, provided one on one tutoring to students working below grade level, supported the special education staff with information and curriculum training, and offered curriculum and supplementary programs for struggling readers.

Action 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.

SVA funded 1.5 FTE Writing Specialists in the 21-22 school year. The SVA Writing Specialists worked to develop a schoolwide writing program that included supplementary writing classes for grades K-12, writing support to SVA Teachers and parents, and writing contests throughout the year. The specialists offered 5 classes online with 44 attendees and 6 classes in person in Redding with 36 attendees.

Action 2.7 Fund 2 FTE High School Coordinators

SVA funded 2 FTE High School Coordinators. The Coordinators completed all tasks listed in the action item description serving students in Shasta, Tehama, Trinity, Lassen, and Modoc Counties.

Action 2.8 Provide teacher training and student exposure to implement SVA's Career Technical Education Pathways for high school students.

SVA provided CTE Pathway training for SVA Teachers throughout the year. One SVA teacher received a CTE credential and offered a Natural Resources course online to high school students.

Action 2.9 Purchase laptops, iPads and Chromebooks for student checkout and use.

SVA purchased 50 iPads and 50 Chromebooks for student use. Students were able to check out and use school devices throughout the 21-22 school year.

2.10 Fund .4 FTE Mathematics Tutor to provide weekly drop in tutoring for students.

SVA utilized the Math Specialist and SVA Teachers to provide weekly drop in math tutoring for students. A tutor was not hired in the 22-23 school year.

Action 2.11 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 ELPAC results.

SVA administered the Home Language Survey and the ELPAC to one student in the 22-23 school year. The parents received the results in a timely manner.

Action 2.12 Purchase math manipulatives and create grade level kits for grades TK-8 for use at home. SVA purchased materials for math manipulative kits and distributed them to students in grades TK-8.

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.

There are no changes to Goal #2, the metrics, or the desired outcomes in the 23-24 LCAP. SVA is making the following changes to the action items for the 23-24 school year based on information gathered and stakeholder reflections.

Action 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.

No changes to this action item in the 23-24 LCAP.

Action 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.

No changes to this action item in the 23-24 LCAP.

Action 2.3 Provide a tiered intervention program to track and assist students performing below grade level.

No changes to this action item in the 23-24 LCAP.

Action 2.4 Math Specialist(s) to develop a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all educational partners.

SVA is reassigning a full time general education teacher to a .5 Math Specialist position to assist with tutoring and the online and virtual math classes offered to students.

The 23-24 action item reads as follows: Math Specialist(s) to develop a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all educational partners.

Action 2.5 Reading Specialist(s) to assess, instruct, and provide oversight to the school's reading intervention program.

No changes to this action item in the 23-24 LCAP.

Action 2.6 Writing Specialist(s) to implement school wide writing program that includes online and in person writing classes for all grade levels.

No changes to this action item in the 23-24 LCAP.

Action 2.7 High School Coordinator(s) 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, 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."  
No changes to this action item in the 23-24 LCAP.

Action 2.8 Provide teacher training and student exposure to implement SVA's Career Technical Education Pathways for high school students.

SVA is developing the Natural Resource CTE Pathway with a CTE certified instructor.

The 23-24 action item reads as follows: Continue to develop the SVA Natural Resources CTE Pathway and to increase student exposure to all SVA CTE Pathways.

Action 2.9 Purchase laptops, iPads and Chromebooks for student checkout and use.

The 23-24 action item reads as follows: Purchase Chromebooks, internet hotspots and document cameras for student checkout and use.

Action 2.10 Fund .4 FTE Mathematics Tutor to provide weekly drop in tutoring for students.

This action item is deleted and replaced with the following 23-24 action item:

Action 2.10 Science Specialist(s) to implement a school wide science program and develop a CTE Pathway in Natural Resources.

SVA is reassigning an existing general education teacher to this new specialist position.

Action 2.11 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 ELPAC results.

No changes to this action item in the 23-24 LCAP.

Action 2.12 Purchase math manipulatives and create grade level kits for grades TK-8 for use at home.

The 23-24 action item reads as follows: Purchase and distribute math manipulative kits for grades TK-8 to assist with math instruction at home.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 program 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 educational partners 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.	In the 21-22 school year, SVA had a 98.54% attendance rate at P-2.	In the 22-23 school year, SVA had a 99.09% 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.	In the 21-22 school year, 100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis.	In the In the 22-23 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	In the 21-22 school year, SVA had a school wide chronic	In the 22-23 school year, SVA had a school wide chronic		SVA maintains a schoolwide Chronic Absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	absenteeism rate of .28%.	absenteeism rate of .01%.	absenteeism rate of 2.6%.		lower than the state average.
Engagement 6. School Climate Expulsion Rate	In the 20-21 school year, SVA's expulsion rate was 0%.	In the 21-22 school year, SVA's expulsion rate was 0%.	In the 22-23 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%.	In the 21-22 school year, SVA's high school dropout rate was 0.02%.	In the 22-23 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%.	In the 21-22 school year, SVA's middle school drop out rate was 0%.	In the 22-23 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.	In the 21-22 school year, SVA had zero suspensions.	In the 22-23 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.	In the 21-22 school year, parent survey indicated that 100% of parents agree that they have opportunities to give input to school related decisions.	In the 22-23 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	In the 20-21 school year, parent survey indicated that 100% of parents use the	In the 21-22 school year, parent survey indicated that 98% of parents use the	In the 22-23 school year, parent survey indicated that 98% of parents use the		98% of SVA parents surveyed report that they use the Parent Square portal for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school wide communication.	Parent Square portal for communication.	Parent Square portal for communication.	Parent Square portal for communication.		schoolwide communication.
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.	In the 21-22 school year, parent survey indicated that 99% of parents reported that they were very satisfied or satisfied with SVA.	In the 22-23 school year, parent survey indicated that 99% 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
3.1	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.	\$91,343.00	No
3.2	School Website	3.2 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.	\$103,352.00	No
3.3	Parent Orientation	3.3 Organize and offer a parent orientation in August to introduce families to our program. Costs included in regular budget.		No
3.4	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.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	Schoolwide Communication System	3.5 Purchase and implement ParentSquare communication system license to ensure that all educational partners are aware of all opportunities, activities, and important school information throughout the school year.	\$2,500.00	No
<b>3.6</b>	Schoolwide Events	3.6 Offer schoolwide events such as a Talent Show, Art Showcase and a STEAM Expo to highlight student talents and achievements.	\$1,500.00	Yes
<b>3.7</b>	Schoolwide Contests	3.7 Offer monthly schoolwide contests for students grades TK-12 in Math, Science, and Writing.	\$1,500.00	No
<b>3.8</b>	Parent Mentor Program	3.8 Offer one "Parent Connect Event" each semester to provide opportunities for parent communication and connectivity.	\$500.00	Yes
<b>3.9</b>	Schoolwide Internet Filtering Application for Student Technology Devices	3.9 Purchase Securly Internet Filtering Application and install on all SVA student laptops, iPads and Chromebooks to facilitate internet safety.	\$5,820.00	No
<b>3.10</b>	Curriculum Fair	3.10 Offer a spring Curriculum Fair to help parents select educational materials for their students.	\$1,500.00	No

## Goal Analysis [2022-23]

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.

The only action item not implemented in the 22-23 school year was 3.8 - Implement a Parent Mentoring Program to support new SVA families. Parents did not sign up for the program as mentors or as new families. We consulted the SVA Advisory Council and they suggested an event to give parents a chance to meet and potentially form relationships. The event was held in March and it was a great success.

All other action items for goal 3 were implemented successfully in the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The cost associated with Action Item 3.8 was \$2,000. The expenses incurred by the school for the Parent Meet and Greet event was \$2,300. There was no change to the improved services.

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

The specific actions outlined in goal 3 were very effective in making progress toward the goal to "improve and develop systems to support school attendance, connectivity, participation and communication.

Action 3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.

SVA purchased and used the School Pathways Student Information System to track student attendance, CALPADS compliance and academic progress successfully throughout the 22-23 school year.

Action 3.2 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. SVA updated and launched a new school website in November of 2022. All items outlined in the action item are included on the new site.

Action 3.3 Organize and offer a parent orientation in August to introduce families to our program.

SVA held a successful parent orientation on August 18, 2022. The event was well received with 43 parents in attendance.

Action 3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement.

SVA offered 57 field trips and extracurricular activities in the 22-23 school year.

Field trips in the Redding Area:

9/7/22 High School Kayaking (14 participants)

9/14/22 Middle School Kayaking (12 participants)



9/23/22 Lassen Volcanic Ranger Led Presentation (86 participants)  
9/30/22 Anderson River Park Hike (46 participants)  
9/30/22 River Splash! (52 participants)  
10/7/22 Weaverville (35 participants)  
10/13/22 Coleman Fish Hatchery (95 participants)  
10/21/22 Shasta State Historic Park (44 participants)  
10/26/22 Nash Ranch (175 participants)  
10/28/22 Clear Creek (19 participants)  
11/4/22 Planetarium (95 participants)  
11/10/22 MS Oasis Fun Center (26 participants)  
11/10/22 HS Oasis Fun Center (17 participants)  
11/16/22 Sacramento Capitol Trip (38 participants)  
11/18/22 Charlotte's Web Show (91 participants)  
12/3/22 Shasta College Tour (5 participants)  
12/9/22 Hour of Code SVA Virtual Sessions with Hide Wenham (16 participants)  
12/16/22 Nutcracker (146 participants)  
1/18/23 Middle School Bowling (32 participants)  
1/18/23 HS Bowling (18 participants)  
1/20/23 Ice Skating (38 participants)  
1/20/23 Mt. Shasta Ski Trip (44 participants)  
1/27/23 Mt. Shasta Ski Trip (38 participants)  
1/27/23 HS Shasta Builders Exchange Trade School Tour (18 participants)  
1/27/23 HS Music Jam (11 participants)  
2/3/23 Mt. Shasta Ski Trip (33 participants)  
2/10/23 Winter Ecology Snowshoe Program (37 participants)  
2/14/23 Simpson College Tour (3 participants)  
2/16/23 Redding Library Tour (21 participants)  
3/9/23 Northstate Symphony Little People (18 participants)  
3/9/23 Northstate Symphony Young People (77 participants)  
3/16/23 Science Days by the Bay-Exploratorium (73 participants)  
3/17/23 Science Days by the Bay-Cal Academy of Sciences (71 participants)  
3/17/23 Science Days by the Bay-deYoung Museum (43 participants)  
3/31/23 Mary Poppins, Jr. (111 participants)  
4/3-7/23 Nature Bridge Golden Gate Field Adventure (27 participants)  
4/26-28/23 Kidder Creek Adventure Camp (9th-10th) (29 participants)  
4/27/23 4th-12th Airport (32 participants)  
4/28/23 Middle School and High School Airport (30 participants)  
5/3/23 HS Kayaking (12 participants)

5/4/23 Moana (86 participants)  
5/10/23 Mamma Mia (29 participants)  
5/12/23 Annie (92 participants)

#### Field Trips in Modoc-Intermountain Area

9/23/23 HS Bowling and Pizza (6 participants)  
10/12/22 Hadwick Pumpkin Patch (70 participants)  
10/26/22 Alturas HS Game Night (10 participants)  
10/28/22 Fort Crook (27 participants)  
11/3/22 Alturas MS Game Night (9 participants)  
11/6/22 Wizards and Wands Play by Modoc Performing Arts Theater (26 participants)  
1/21/23 Cedar Pass Ski Day (54 participants)  
2/2/23 MS Game Night Modoc (10 participants)  
2/25/23 Cedar Pass Ski (30 participants)  
2/26/23 Lakeview Ski (5 participants)  
3/10/23 Burney Bowling (16 participants)  
4/16/23 Willy Wonka (25 participants)  
5/1/23 Burney Falls (37 participants)  
5/4/23 HS Orientation (10 participants)

Action 3.5 Purchase and implement ParentSquare communication system license to ensure that all educational partners are aware of all opportunities, activities, and important school information throughout the school year.

SVA purchased and successfully used Parent Square as the schoolwide communication system.

Action 3.6 Offer schoolwide events such as a Talent Show, Art Showcase and a STEAM Expo to highlight student talents and achievements.

SVA successfully offered the following events in the 22-23 school year:

Spring Art Showcase (147 entries)  
Spring STEAM Expo (30 students, 28 entries)  
High School Fall Dance (23 participants)  
High School Banquet (48 participants)  
Winter High School Graduation in Alturas (5 students, 50 attendees)  
Spring 8th Grade Promotion (48 attendees)  
Spring High School Graduation in McArthur (4 students, 102 attendees)  
Spring High School Graduation in Redding (31 students, 465 attendees)

Action 3.7 Offer monthly schoolwide contests for students grades TK-12 in Math, Science, and Writing.

SVA successfully implemented the following schoolwide contests in the 22-23 school year:

MARS Math Contest (57 participants) (14 teachers)

Math Vocabulary Golden Ticket (64 participants) (14 teachers)  
Library Reading Bingo (97 participants) (17 teachers)  
Fall and Spring Semester Writing Contests: 273 entries

Action 3.8 Implement a Parent Mentoring Program to support new SVA families.

This action was not completed. SVA staff solicited participation from experienced parents to be mentors and new parents to be participants but no one volunteered to participate. The SVA Advisory Council suggested that we offer several events a year that create opportunities for parents to meet one another. SVA implemented the suggestion in March 2023 and found it very successful. Action Item 3.8 will be changed to reflect the new plan.

Action 3.9 Purchase Securly Internet Filtering Application and install on all SVA student laptops, iPads and Chromebooks to facilitate internet safety.

SVA purchased and installed the Securly Internet Filtering Application on all devices available for students to check out. Parents reported that they appreciate the feature and were able to implement their own screening and filtering actions using the parent tools.

Action 3.10 Offer a spring Curriculum Fair to help parents select educational materials for their students.

SVA held a curriculum fair at the Redding Resource Center in conjunction with the STEAM Expo and Art Showcase on March 30, 2023. 123 parents attended the event.

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.

There are no changes to Goal #3, the metrics, or the desired outcomes in the 23-24 LCAP. SVA is making the following changes to the action items for the 23-24 school year based on information gathered and stakeholder reflections.

Action 3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.

No changes to this action item in the 23-24 LCAP.

Action 3.2 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.

No changes to this action item in the 23-24 LCAP.

Action 3.3 Organize and offer a parent orientation in August to introduce families to our program.

No changes to this action item in the 23-24 LCAP.

Action 3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement.  
No changes to this action item in the 23-24 LCAP.

Action 3.5 Purchase and implement ParentSquare communication system license to ensure that all educational partners are aware of all opportunities, activities, and important school information throughout the school year.  
No changes to this action item in the 23-24 LCAP.

Action 3.6 Offer schoolwide events such as a Talent Show, Art Showcase and a STEAM Expo to highlight student talents and achievements.  
No changes to this action item in the 23-24 LCAP.

Action 3.7 Offer monthly schoolwide contests for students grades TK-12 in Math, Science, and Writing.  
No changes to this action item in the 23-24 LCAP.

Action 3.8 Implement a Parent Mentoring Program to support new SVA families.  
This Action Item is changed to read as follows: Offer one "Parent Connect Event" each semester to provide opportunities for parent communication and connectivity.

Action 3.9 Purchase Securly Internet Filtering Application and install on all SVA student laptops, iPads and Chromebooks to facilitate internet safety.  
No changes to this action item in the 23-24 LCAP.

3.10 Offer a spring Curriculum Fair to help parents select educational materials for their students.  
No changes to this action item in the 23-24 LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$497,709	\$0.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.06%	0.00%	\$0.00	9.06%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 to students 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, math and science.

Student access to standards aligned curriculum.

Student access to a broad course of study.

One-on-one support and instruction 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 subject 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, Writing, and/or Math Specialists, prescribed i-Ready lessons, targeted curriculum, online supplemental programs, and supplemental classes in math and writing.

SVA's Math Specialist(s) are available to our unduplicated student population and our non-categorized students. The Math Specialist(s) offers services to students at all levels of mastery. Services include grade level math classes offered in person and virtually, self paced

courses related to specific math skills, one on one tutoring, curriculum review and guidance, math kit development and instruction, and parent and teachers training in math concepts and instruction.

SVA's Reading Specialist(s) are 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(s) 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 Science/CTE Specialist(s) are available to our unduplicated student population and our non-categorized students. Services offered include: grade level robotics and STEM classes offered in person at the Mtn. View Resource Center and virtually, Natural Resource CTE Pathway courses offered in person and virtually to all high school students, online a-g Earth Science course for all high school students, one on one tutoring for all students, and instructional support to parents.

SVA's 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 a qualified Special Education staff to support all special education students. General Education Teachers will collaborate 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 48% 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 educational partners 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 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SVA is not eligible for additional concentration grant add-on funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	0
Staff-to-student ratio of certificated staff providing direct services to students	1:17	0

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,644,782.00	\$498,505.00		\$62,872.00	\$4,206,159.00	\$3,492,867.00	\$713,292.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified General Education Teachers	All	\$2,246,817.00				\$2,246,817.00
1	1.2	Special Education Staff	Students with Disabilities		\$352,363.00			\$352,363.00
1	1.3	Staff Professional Development	All	\$52,000.00			\$12,235.00	\$64,235.00
1	1.4	Standards Aligned Curriculum and Materials	All	\$146,784.00	\$34,253.00			\$181,037.00
1	1.5	Academic Enrichment Opportunities	All	\$250,000.00	\$50,000.00			\$300,000.00
1	1.6	Approved a-g Course List for High School Students	All					
1	1.7	Safe and Clean Resource Centers	All	\$500.00				\$500.00
2	2.1	Student Personalized Learning Plans	All					
2	2.2	Internal Assessment Programs	All	\$15,000.00				\$15,000.00
2	2.3	Tiered Intervention Program	English Learners Foster Youth Low Income	\$45,168.00				\$45,168.00
2	2.4	Math Support and Intervention	English Learners Foster Youth Low Income	\$108,665.00				\$108,665.00
2	2.5	Reading Support and Intervention	All		\$61,889.00		\$50,637.00	\$112,526.00
2	2.6	Writing Support and Intervention	English Learners Foster Youth	\$100,365.00				\$100,365.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.7	High School Coordinators	All	\$267,845.00				\$267,845.00
2	2.8	High School CTE Pathways	All					
2	2.9	Technology Devices for Student Use	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
2	2.10	Science/CTE Support and Intervention	English Learners Foster Youth Low Income	\$103,623.00				\$103,623.00
2	2.11	Home Language Survey and ELPAC Administration	English Learners					
2	2.12	Mathematics Manipulative Kits	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.1	Student Attendance Accounting System	All	\$91,343.00				\$91,343.00
3	3.2	School Website	All	\$103,352.00				\$103,352.00
3	3.3	Parent Orientation	All					
3	3.4	Extracurricular Field Trips and Activities	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
3	3.5	Schoolwide Communication System	All	\$2,500.00				\$2,500.00
3	3.6	Schoolwide Events	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
3	3.7	Schoolwide Contests	All	\$1,500.00				\$1,500.00
3	3.8	Parent Mentor Program	English Learners Foster Youth Low Income	\$500.00				\$500.00
3	3.9	Schoolwide Internet Filtering Application for Student Technology Devices	All	\$5,820.00				\$5,820.00
3	3.10	Curriculum Fair	All	\$1,500.00				\$1,500.00

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,494,704	\$497,709	9.06%	0.00%	9.06%	\$459,821.00	7.20%	15.57 %	<b>Total:</b>	\$459,821.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$459,821.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Tiered Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income		\$45,168.00	0.86%
2	2.4	Math Support and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income		\$108,665.00	2.01%
2	2.6	Writing Support and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income		\$100,365.00	1.96%
2	2.9	Technology Devices for Student Use	Yes	Schoolwide	English Learners Foster Youth Low Income		\$35,000.00	0.44%
2	2.10	Science/CTE Support and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income		\$103,623.00	0.37%
2	2.11	Home Language Survey and ELPAC Administration	Yes	Schoolwide	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.12	Mathematics Manipulative Kits	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	0.72%
3	3.4	Extracurricular Field Trips and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		\$60,000.00	0.70%
3	3.6	Schoolwide Events	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,500.00	0.10%
3	3.8	Parent Mentor Program	Yes	Schoolwide	English Learners Foster Youth Low Income		\$500.00	0.04%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,971,372.00	\$3,638,703.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified General Education Teachers	No	\$2,202,596.00	\$2,219,501.80
1	1.2	Special Education Staff	No	\$235,356.00	\$230,206.15
1	1.3	Staff Professional Development	No	\$8,963.00	\$10,233.71
1	1.4	Standards Aligned Curriculum and Materials	No	\$160,000.00	\$129,528.59
1	1.5	Academic Enrichment Opportunities	No	\$410,000.00	\$190,643.90
1	1.6	Approved a-g Course List for High School Students	No	\$0.00	\$0.00
1	1.7	Safe and Clean Resource Centers	No	\$762.00	\$349.56
2	2.1	Student Personalized Learning Plans	No	\$0.00	\$0.00
2	2.2	Internal Assessment Programs	No	\$17,500.00	\$18,365.00
2	2.3	Tiered Intervention Program	Yes	\$42,963.00	\$42,963.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Math Support and Intervention	Yes	\$100,333.00	\$100,170.35
2	2.5	Reading Support and Intervention	Yes	\$101,647.00	\$104,826.65
2	2.6	Writing Support and Intervention	Yes	\$91,887.00	\$93,767.17
2	2.7	High School Coordinators	No	\$245,301.00	\$218,838.37
2	2.8	High School CTE Pathways	No	\$0.00	\$0.00
2	2.9	Technology Devices for Student Use	Yes	\$22,000.00	\$24,971.75
2	2.10	Mathematics Tutoring	Yes	\$22,498.00	\$4,137.46
2	2.11	Home Language Survey and ELPAC Administration	Yes	\$0.00	\$0.00
2	2.12	Mathematics Manipulative Kits	Yes	\$36,000.00	\$9,056.18
3	3.1	Student Attendance Accounting System	No	\$153,404.00	\$122,932.58
3	3.2	School Website	No	\$58,162.00	\$64,795.68
3	3.3	Parent Orientation	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Extracurricular Field Trips and Activities	Yes	\$35,000.00	\$42,068.15
3	3.5	Schoolwide Communication System	No	\$5,000.00	\$0.00
3	3.6	Schoolwide Events	Yes	\$5,000.00	\$2,181.37
3	3.7	Schoolwide Contests	No	\$5,000.00	\$2,638.20
3	3.8	Parent Mentor Program	Yes	\$2,000.00	\$454.21
3	3.9	Schoolwide Internet Filtering Application for Student Technology Devices	No	\$8,000.00	\$5,820.00
3	3.10	Curriculum Fair	No	\$2,000.00	\$253.98



## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$394,511.00	\$384,541.00	\$364,577.28	\$19,963.72	7.70%	7.30%	-0.40%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Tiered Intervention Program	Yes	\$42,963.00	\$42,963.00	0.86%	0.86%
2	2.4	Math Support and Intervention	Yes	\$100,333.00	\$100,170.35	2.01%	2.00%
2	2.5	Reading Support and Intervention	Yes	\$31,117.00	\$47,171.82	0.62%	0.95%
2	2.6	Writing Support and Intervention	Yes	\$91,887.00	\$93,767.17	1.84%	1.88%
2	2.9	Technology Devices for Student Use	Yes	\$22,000.00	\$24,971.75	0.44%	0.50%
2	2.10	Mathematics Tutoring	Yes	\$18,241.00	\$1,773.28	0.37%	0.04%
2	2.11	Home Language Survey and ELPAC Administration	Yes	\$0.00	\$0.00	0%	0%
2	2.12	Mathematics Manipulative Kits	Yes	\$36,000.00	\$9,056.18	0.72%	0.18%
3	3.4	Extracurricular Field Trips and Activities	Yes	\$35,000.00	\$42,068.15	0.70%	0.84%
3	3.6	Schoolwide Events	Yes	\$5,000.00	\$2,181.37	0.10%	0.04%
3	3.8	Parent Mentor Program	Yes	\$2,000.00	\$454.21	0.04%	0.01%

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,987,502.00	\$394,511.00	0.00%	7.91%	\$364,577.28	7.30%	14.61%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:



An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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