

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento Academic & Vocational Academy - EGUSD

CDS Code: 3467314 0137281

School Year: 2021-22

LEA contact information:

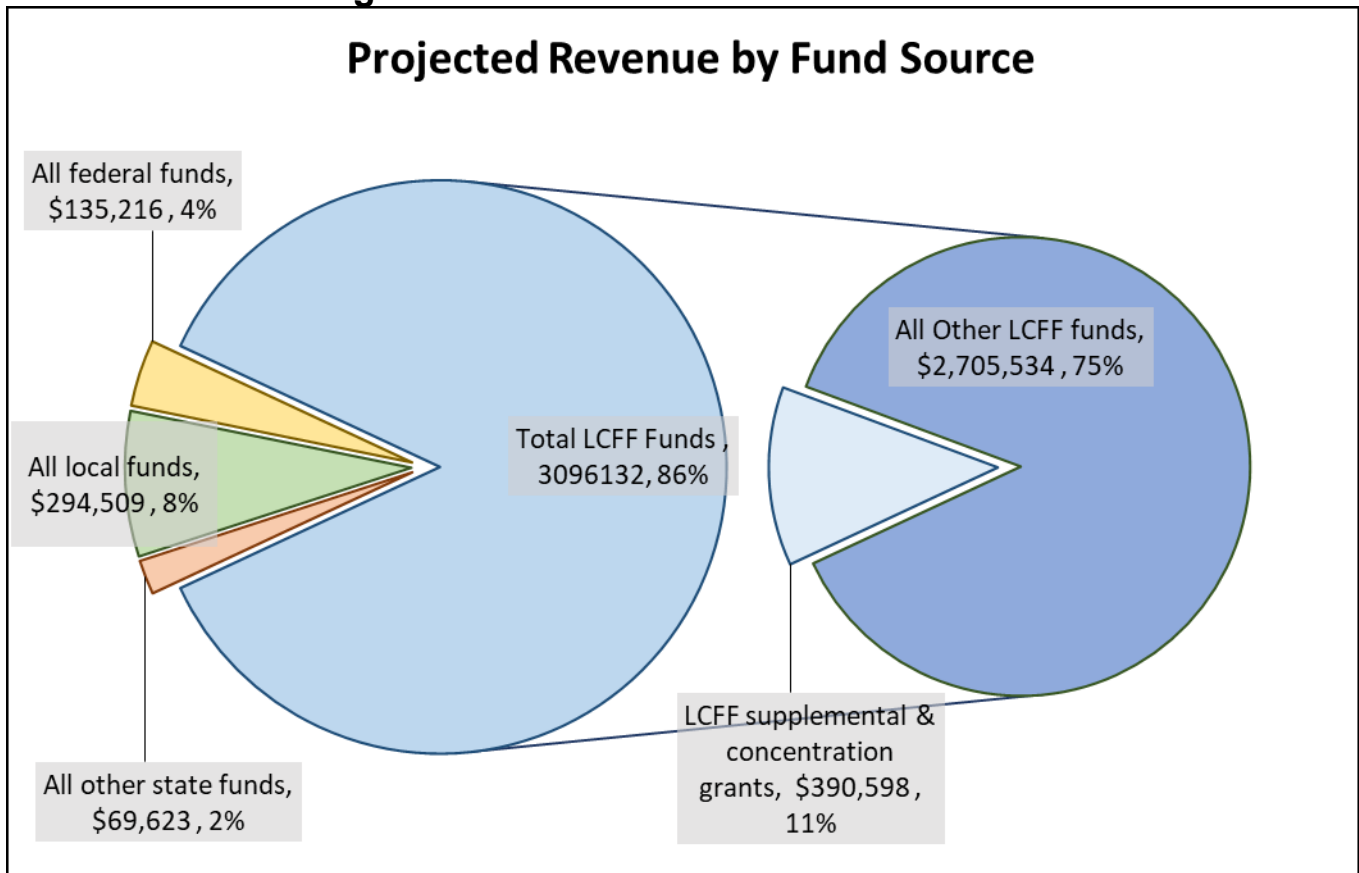
Morri Elliott

Director

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

## Budget Overview for the 2021-22 School Year

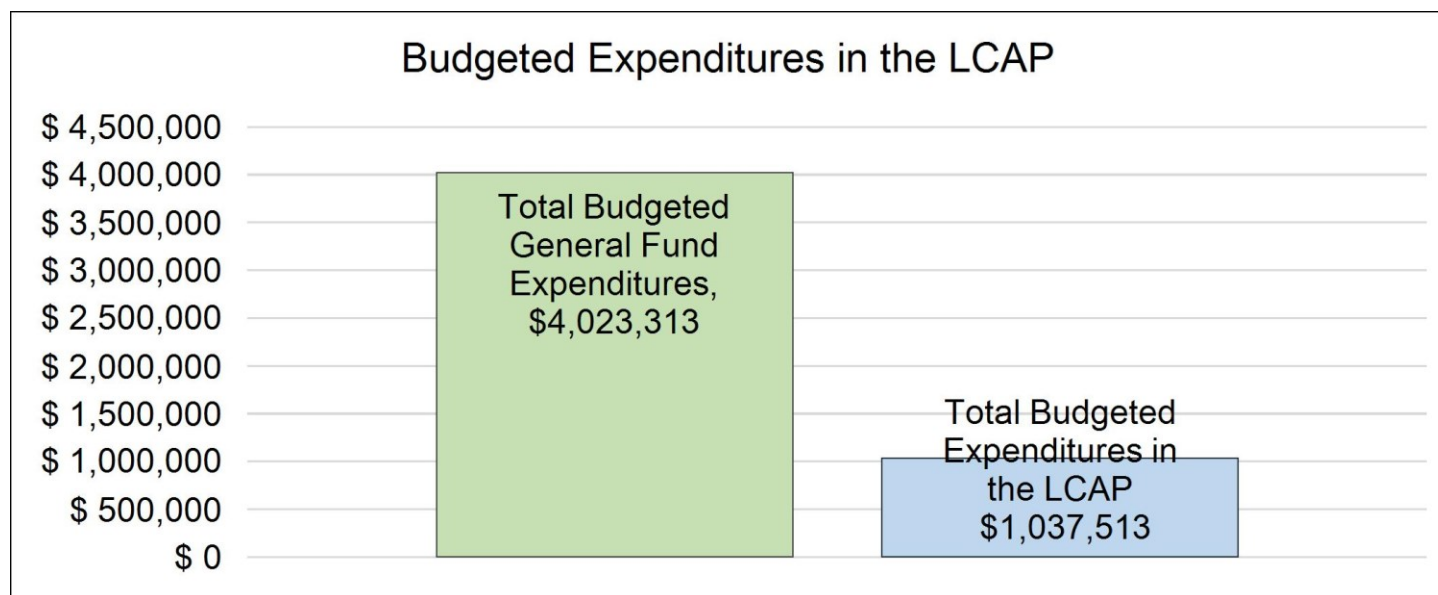


This chart shows the total general purpose revenue Sacramento Academic & Vocational Academy - EGUSD expects to receive in the coming year from all sources.

The total revenue projected for Sacramento Academic & Vocational Academy - EGUSD is \$3,595,480, of which \$3,096,132 is Local Control Funding Formula (LCFF), \$69,623 is other state funds, \$294,509 is local funds, and \$135,216 is federal funds. Of the \$3,096,132 in LCFF Funds, \$390,598 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 Sacramento Academic & Vocational Academy - EGUSD plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento Academic & Vocational Academy - EGUSD plans to spend \$4,023,312.55 for the 2021-22 school year. Of that amount, \$1,037,513 is tied to actions/services in the LCAP and \$2,985,799.55 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

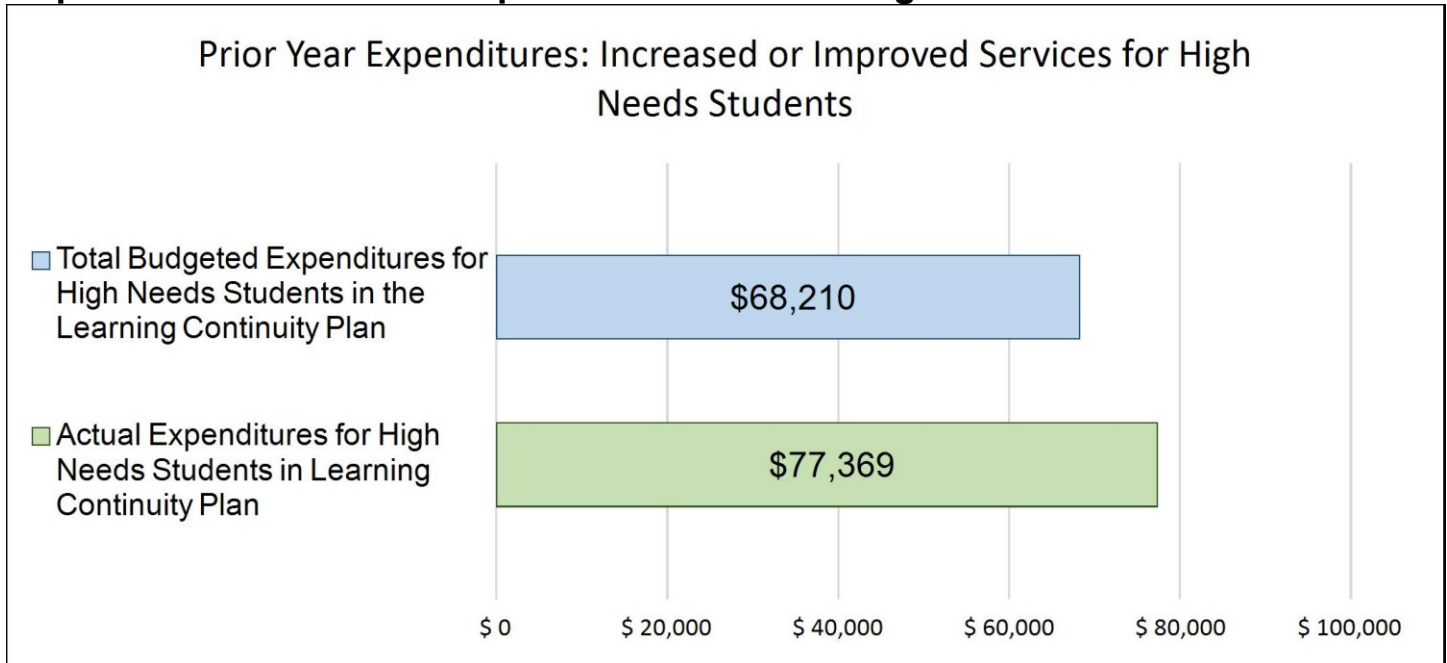
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sacramento Academic & Vocational Academy - EGUSD is projecting it will receive \$390,598 based on the enrollment of foster youth, English learner, and low-income students. Sacramento Academic & Vocational Academy - EGUSD must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento Academic & Vocational Academy - EGUSD plans to spend \$355,599 towards meeting this requirement, as described in the LCAP.

Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled. Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

# LCFF Budget Overview for Parents

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



This chart compares what Sacramento Academic & Vocational Academy - EGUSD budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sacramento Academic & Vocational Academy - EGUSD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sacramento Academic & Vocational Academy - EGUSD's Learning Continuity Plan budgeted \$68,210 for planned actions to increase or improve services for high needs students. Sacramento Academic & Vocational Academy - EGUSD actually spent \$77,369 for actions to increase or improve services for high needs students in 2020-21.



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Sacramento Academic & Vocational Academy - EGUSD	Morri Elliott Director	morri.elliott@gcccharters.org

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

# Goal 1

Maximize and support student learning to close achievement gaps and ensure all students graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> <ul style="list-style-type: none"><li>CTE articulated course completion (local indicator)</li><li>Renaissance math and reading growth (local indicator)</li><li>Real world math project (local indicator)</li><li>Annual writing assessment (local indicator)</li></ul>	CTE articulated course completion - 10  Renaissance - NA (No end of year testingwith COVID)  Math project - All student scompleted one real world math project  Writing Assessment - End of year assessment not completed due to covid

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• CTE articulated course completion will be a minimum of 25 students per school year.</li> <li>• Students will show an average scaled score growth of 25 points per semester on Renaissance math and reading (school-wide and significant subgroups: Hispanic, African American, Low-Income and English Learners)</li> <li>• SAVA students will complete a minimum of one math project that is linked to a real world situation</li> <li>• SAVA Students will complete an expository essay and make 1 level growth per year or maintain a level 3 (proficient) on a locally vetted expository writing rubric</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• Goal of 25 students per year completing articulated CTE courses</li> <li>• Average 25 points of growth in math and reading per semester in Renaissance STAR testing</li> <li>• All students complete a real world math project annually</li> <li>• Students will complete an expository essay and maintain a level 3 (proficient) on a locally vetted expository writing rubric</li> </ul>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Offer ongoing professional development including on-site collaboration and instructional coaching as means to support the implementation of the CCSS and NGSS	<p>CCSS and NGSS professional development training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500</p> <p>Teacher Induction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 251.15</p> <p>LCFF Base 251.15</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 48.56</p>	<p>CCSS and NGSS professional development training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5227.20</p> <p>Teacher Induction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>LCFF Base 0</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 1129.15</p>
Action 2: Provide CCSS and NGSS-aligned instructional materials to ensure a quality standards based implementation of curriculum	<p>Standards aligned curriculum/Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 1000</p> <p>Standards aligned curriculum/Instructional materials 4000-4999: Books And Supplies Title I 11880.03</p> <p>Corresponding benefits costs 3000-3999: Employee Benefits Supplemental and Concentration 12633.39</p> <p>Funding for Curriculum Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 34647.50</p>	<p>Standards aligned curriculum/Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Standards aligned curriculum/Instructional materials 4000-4999: Books And Supplies Title I 0</p> <p>Corresponding benefits costs 3000-3999: Employee Benefits Supplemental and Concentration 12990.69</p> <p>Funding for Curriculum Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35647.70</p>
Action 3: Provide data-monitoring tool to track student achievement.	Renaissance Learning licenses 5000-5999: Services And Other	Renaissance Learning licenses 5000-5999: Services And Other

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Operating Expenditures Supplemental and Concentration 3600	Operating Expenditures Supplemental and Concentration 3274.38
Action 4: Provide a variety of learning supports including differentiated instruction and interventions for all students and continually increasing learning opportunities and instructional time on campus	<p>Fund instructional assistants to help engage and support students while teachers facilitate small group instruction 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23324</p> <p>Fund IS teachers and Social Science Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 74096.25</p> <p>Paraeducator 2000-2999: Classified Personnel Salaries Title I 16095</p> <p>Corresponding personnel benefits 3000-3999: Employee Benefits Title I 4759.16</p> <p>Teachers 1000-1999: Certificated Personnel Salaries LCFF Base 55369</p> <p>Teacher Benefits 3000-3999: Employee Benefits LCFF Base 26211.94</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 45276.37</p>	<p>Fund instructional assistants to help engage and support students while teachers facilitate small group instruction 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Fund IS teachers and Social Science Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 74771.00</p> <p>Paraeducator 2000-2999: Classified Personnel Salaries Title I 1533.60</p> <p>Corresponding personnel benefits 3000-3999: Employee Benefits Title I 2778.47</p> <p>Teachers 1000-1999: Certificated Personnel Salaries LCFF Base 74526.18</p> <p>Teacher Benefits 3000-3999: Employee Benefits LCFF Base 29328.13</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 30306.00</p>
Action 5: Provide access to computer hardware and software to enhance instruction and provide career technical and college readiness activities	Computer hardware and software 4000-4999: Books And Supplies Supplemental and Concentration 1000	Computer hardware and software 4000-4999: Books And Supplies Supplemental and Concentration 0



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 6: Provide students with a variety opportunities to participate in and complete CTE courses and Service Learning projects required in order to graduate.</p>	<p>Fund college and career readiness events 5000-5999: Services And Other Operating Expenditures LCFF Base 2000</p> <p>Service learning coordinator. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 21460.00</p> <p>Corresponding employee benefits costs 3000-3999: Employee Benefits Supplemental and Concentration 4149.55</p> <p>College and Career Readiness PD conferences and training 5000-5999: Services And Other Operating Expenditures LCFF Base 1000</p>	<p>Fund college and career readiness events 5000-5999: Services And Other Operating Expenditures LCFF Base 292.75</p> <p>Service learning coordinator. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 18041.20</p> <p>Corresponding employee benefits costs 3000-3999: Employee Benefits Supplemental and Concentration 3593.84</p> <p>College and Career Readiness PD conferences and training 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>
<p>Action 7: Provide additional instructional assistants to provide EL, low income and foster youth academic supports and remediation in order to decrease the adverse effects of school mobility</p>	<p>Instructional assistants 2000-2999: Classified Personnel Salaries LCFF Base 18241</p> <p>Corresponding benefits costs 3000-3999: Employee Benefits LCFF Base 5393.72</p>	<p>Instructional assistants 2000-2999: Classified Personnel Salaries LCFF Base 0</p> <p>Corresponding benefits costs 3000-3999: Employee Benefits LCFF Base 0</p>
<p>Action 8: Provide mi-fi hot spots to students for schoolwide online curriculum implementation</p>	<p>Technology Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00</p> <p>monthly service for student hotspot wifi units 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20493.00</p>	<p>Technology Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>monthly service for student hotspot wifi units 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2714.93</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 9: Provide teachers/instructional assistants to help engage and support students in small group instruction</p>	<p>Technology specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3876.00</p> <p>Corresponding personnel benefits 3000-3999: Employee Benefits Supplemental and Concentration 2147.77</p> <p>IS Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65730.00</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 15138.19</p>	<p>Technology specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1711.29</p> <p>Corresponding personnel benefits 3000-3999: Employee Benefits Supplemental and Concentration 1003.64</p> <p>IS Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 57919.00</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 16007.95</p>
<p>Action 10: Provide additional training and coaching to teachers to provide CCSS-aligned instruction to high-needs and/or struggling students</p> <p>Action 11: Provide professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS</p> <p>Action 12/13: Provide opportunities for additional instructional minutes on campus and fund EL specialist to provide primary language support to enable students to access content area instruction while gaining language proficiency</p>	<p>Training and coaching to teachers to provide CCSS-aligned instruction to high-needs and/or struggling students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000</p> <p>Professional development training 5000-5999: Services And Other Operating Expenditures Title III 2575</p> <p>Action 12: Paraeducators 2000-2999: Classified Personnel Salaries Title I 18241</p> <p>Action 12: Corresponding Personnel Benefits 3000-3999: Employee Benefits Title I 5393.72</p>	<p>Training and coaching to teachers to provide CCSS-aligned instruction to high-needs and/or struggling students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1814.09</p> <p>Professional development training 5000-5999: Services And Other Operating Expenditures Title III 0</p> <p>Action 12: Paraeducators 2000-2999: Classified Personnel Salaries Title I</p> <p>Action 12: Corresponding Personnel Benefits 3000-3999: Employee Benefits Title I</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Action 13: ELD Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6434.40  Action 13: Corresponding personnel benefits 3000-3999: Employee Benefits Supplemental and Concentration 2383.88  Title 1 Indirect Costs 7000-7439: Other Outgo Title I 2886.09	Action 13: ELD Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 74000.08  Action 13: Corresponding personnel benefits 3000-3999: Employee Benefits Supplemental and Concentration 12627.14  Title 1 Indirect Costs 7000-7439: Other Outgo Title I

## Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were allotted to increase spending in other actions/services that were implemented for the 2019-2020 school year. However, many Action/services were not completed this school year due to the COVID shutdown.

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

The dollars allocated to personnel to provide extra support to students was very impactful. The number one resource our students need is extra time for tutoring and one on one academic support from qualified staff members. There was a significant amount of supplies and PD dollars in this year's budget that went unspent. The COVID shutdown made it extremely challenging to complete all of our plans for the semester.

## Goal 2

Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> <ul style="list-style-type: none"><li>• Student surveys showing a positive culture (local indicator)</li><li>• Stakeholder culture surveys (local indicator)</li><li>• Percentage of teachers trained in Capturing Kids' Hearts (local indicator)</li></ul>	<p>Student and Parent Surveys: At the end of the 2019-2020 school year we modified our family surveys to focus on students needs during the covid shutdown for students. We collected 90 student survey and 65 parent surveys. Over 90% of parents and students said SAVA had created a positive school climate during covid.</p> <p>CKH Training: All new SAVA were trained in CKH to begin the 2019-2020 School year</p>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>Collect over 150 student survey responses on school culture. Reach 90% response for safe, positive school climate</li> <li>Collect over 75 parent survey responses on school culture. Maintain 90% response for safe, positive school climate</li> <li>100% of FTE teachers will be CKH trained</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>Baselines will be set with surveys in 2018-2019 school year</li> <li>Baselines will be set with surveys in 2018-2019 school year</li> <li>100% of FTE teachers CKH trained</li> </ul>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: School staff will receive training in Capturing Kids' Hearts and other support programs focused on school culture	Professional development training for school staff 5800: Professional/Consulting Services And Operating Expenditures Title II 7500	Professional development training for school staff 5800: Professional/Consulting Services And Operating Expenditures Title II 1563.32
Action 2: All Students will receive quarterly workshops focusing on health and well-being topics (student safety, self -esteem, bullying, responsibility)	resources for workshops 4000-4999: Books And Supplies Supplemental and Concentration 500	resources for workshops 4000-4999: Books And Supplies Supplemental and Concentration 311.13

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Action 3: School staff will receive professional development training in meeting the social/emotional needs of students	Conferences and trainings focused on SEL, Learning and the Brain, ACES 5000-5999: Services And Other Operating Expenditures Title II 1169  Conferences and trainings focused on SEL, Learning and the Brain, ACES 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000	Conferences and trainings focused on SEL, Learning and the Brain, ACES 5000-5999: Services And Other Operating Expenditures Title II 1183.46  Conferences and trainings focused on SEL, Learning and the Brain, ACES 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1837.76
Action 4: School counselor will identify and link families/students with resources in the community to support social/emotional needs, help ensure academic success, and track student retention and placement after high school.	School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 64,234.00  Corresponding benefits to all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 20077.85	School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56893.00  Corresponding benefits to all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 22697.42
Action 5: Enhance classroom facilities to provide safe, relevant learning opportunities for students	Facility enhancements - completed in 18-19 SY 6000-6999: Capital Outlay Base 0	Facility enhancements - completed in 18-19 SY 6000-6999: Capital Outlay Base 0
Action 6: School nurses available to serve students	School Nurse 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,748.39  Clerk to support nurse 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,348.38  Corresponding benefits to all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 3281.49	School Nurse 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0  Clerk to support nurse 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4519.76  Corresponding benefits to all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 2416.34

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Action 7: Campus monitor to provide supervision on and around campus	Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17822.53  Corresponding personnel benefits costs 3000-3999: Employee Benefits Supplemental and Concentration 5269.98	Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1499.06  Corresponding personnel benefits costs 3000-3999: Employee Benefits Supplemental and Concentration 435.62
Action 8: Training to administer social/emotional supports to target needs of foster youth	PD training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000	PD training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
Action 9: Offer parent engagement program to enhance the involvement of parents in their child's education	Materials and supplies for parent engagement workshops 4000- 4999: Books And Supplies Supplemental and Concentration 1000	Materials and supplies for parent engagement workshops 4000- 4999: Books And Supplies Supplemental and Concentration 0
Action 10: Identify and administer Social/Emotional assessments in order to target the needs of struggling students including foster and homeless youth	Curriculum for needs assessment 4000-4999: Books And Supplies Supplemental and Concentration 500	Curriculum for needs assessment 4000-4999: Books And Supplies Supplemental and Concentration 500
Action 11: Provide culturally and linguistically relevant learning materials to students	Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 1000	Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 0

## Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were allotted to increase spending in other actions/services that were implemented for the 2019-2020 school year. However, many Action/services were not completed this school year due to the COVID shutdown.

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

The dollars allocated to personnel to provide extra support to students was very impactful. The number one resource our students need is extra time for tutoring and one on one academic support from qualified staff members. There was a significant amount of supplies and PD dollars in this year's budget that went unspent. The COVID shutdown made it extremely challenging to complete all of our plans for the semester.



## Goal 3

Increase student engagement and retention in school

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> <ul style="list-style-type: none"><li>• Persistence Rate (local indicator)</li><li>• Graduation Rate (credit-eligible students)</li><li>• Attendance Rate</li><li>• Dropout Rate</li></ul>	<ul style="list-style-type: none"><li>• Persistence Rate (local indicator) - 71%</li><li>• Graduation Rate (Credit eligible students) - 64% (pre summer school) Projected to increase to 80% after summer school</li><li>• Attendance Rate - 87.38%</li><li>• Drop out rate - Not Available</li></ul>
<b>19-20</b> <ul style="list-style-type: none"><li>• Increase persistence rate (% of non-graduate enrolled students completing school year at SAVA and returning to school the following year) by 2%</li><li>• Increase graduation rate by 1%</li><li>• Maintain attendance rate above 95%</li><li>• Decrease dropout rate by 2%</li></ul>	

Expected	Actual
<b>Baseline</b> Baselines to be set in 2018-2019 school year	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Communicate regularly through radio, website, phone, mobile app, mailings and meetings	Provide information to key stakeholders through radio, website, mobile app, and other communication resources 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 442.36	Provide information to key stakeholders through radio, website, mobile app, and other communication resources 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
Action 2: CTE Director/VP will coordinate with local community colleges to increase articulated CTE offerings and dual enrollment opportunities for SAVA students	VP/CTE Program Specialist position 1000-1999: Certificated Personnel Salaries LCFF Base 24,674.40  Corresponding personnel benefits 3000-3999: Employee Benefits LCFF Base 8190.23	VP/CTE Program Specialist position 1000-1999: Certificated Personnel Salaries LCFF Base 0  Corresponding personnel benefits 3000-3999: Employee Benefits LCFF Base 0
Action 3: Fund At-Risk Specialist to implement outreach program to locate dropouts	Fund At-Risk Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 53,410.00  Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 18305.45	Fund At-Risk Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52445.65  Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 33877.90
Action 4: Provide varied opportunities for students to engage in rigorous learning through technology-based curriculum and project-based learning	curriculum and support resources to support college and career readiness 4000-4999: Books And Supplies Supplemental and Concentration 1000	curriculum and support resources to support college and career readiness 4000-4999: Books And Supplies Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Mentors to support CTE offerings 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,328.00</p> <p>Teachers to support CTE offerings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,584.00</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 3235.27</p>	<p>Mentors to support CTE offerings 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Teachers to support CTE offerings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 286.38</p> <p>Corresponding benefits for all personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 35.92</p>
<p>Action 5: Offer extracurricular activities and VAPA programs available for students to promote student engagement in school</p> <p>Action 6: Provide instruction geared towards violence prevention and development of social, emotional, and mental health</p> <p>Action 7: Ongoing parent training for bilingual parents at ELAC meetings and other parent training nights focused on student academics and opportunities at SAVA.</p>	<p>Fund sports programs 5000-5999: Services And Other Operating Expenditures Title IV 5512.94</p> <p>Fund VAPA class supplies/materials for each campus 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>Fund sports Programs 4000-4999: Books And Supplies Title IV 4000</p> <p>Title IV Indirect Costs 7000-7439: Other Outgo Title IV 487.06</p> <p>Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>Resources for parent engagement classes and training 4000-4999: Books And Supplies Supplemental and Concentration 1022.43</p> <p>Translation Services 5000-5999: Services And Other Operating</p>	<p>Fund sports programs 5000-5999: Services And Other Operating Expenditures Title IV 0</p> <p>Fund VAPA class supplies/materials for each campus 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Fund sports Programs 4000-4999: Books And Supplies Title IV 0</p> <p>Title IV Indirect Costs 7000-7439: Other Outgo Title IV 0</p> <p>Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Resources for parent engagement classes and training 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Translation Services 5000-5999: Services And Other Operating</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Expenditures Supplemental and Concentration 100	Expenditures Supplemental and Concentration 0
Action 8: Fund school counselor position to ensure effective communication to parents/guardians to keep them well informed about school and community opportunities for SAVA's ELL's, foster youth and low income students.	Counselor contracted hours Supplemental and Concentration 1044.86	Counselor contracted hours Supplemental and Concentration 0

## Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were allotted to increase spending in other actions/services that were implemented for the 2019-2020 school year. However, many Action/services were not completed this school year due to the COVID shutdown.

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

The dollars allocated to personnel to provide extra support to students was very impactful. The number one resource our students need is extra time for tutoring and one on one academic support from qualified staff members. There was a significant amount of supplies and PD dollars in this year's budget that went unspent. The COVID shutdown made it extremely challenging to complete all of our plans for the semester.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Daily Janitorial Services	0.00	0.00	No
PPE/Plexiglass Dividers	10,370	19,492.46	No

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

SAVA needed more PPE than initially budgeted for.

### Analysis of In-Person Instructional Offerings

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

Social distancing requirements made it difficult to have as many students return to campus as we would have like to have had. We did successfully bring back over 25% of students to in person instruction for the 2020-2021 school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks	50,000	50,036.27	No
Wifi hotspots	4,000	34,025.12	Yes
Canvas software licensing to house all digital curriculum used by SAVA teachers	1,450	1,450	No
Curriculum development hours for core content and CTE teachers to create lessons applicable to the distance learning setup.	0.00	0	No
Screenomatic presentation and video creation software licensing	390	390	No
Take home CTE learning kits for students	6,000	6,000	No

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

More students needed wifi hotspots than initially planned for.

## Analysis of the Distance Learning Program

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

We were set up well for success in distance learning since we already function as a hybrid learning model. We had adequate technology and program structures in place for student learning and professional development. We also hired social workers prior to the pandemic. Those positions were a huge support to our student's unique needs during distance learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
- Expand EL tutoring and support classes both online and on campus.	0.00	0.00	Yes
- Increase tutoring services for students with special needs both online and in-person on campus.	0.00	0.00	Yes
- Offer home/community visits/appointments by counselors and teachers for foster youth, homeless youth and low-income youth who may struggle with transportation to get to the school site.	0.00	0.00	Yes

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

All actions above were successfully implemented as described above with current school staffing.

## Analysis of Pupil Learning Loss

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

SAVA tried to prevent pupil learning loss during the 20-21 school year as much as possible, but unfortunately, that is next to impossible as distance learning is no substitute for being at school in person. One of the most important things we did to prevent learning loss was to make sure that our teachers and students had the necessary technology to participate in distance learning and that teachers were trained in distance and concurrent learning best practices. We gave teachers frequent time to collaborate and share best practices this year and that strategy was very successful. For the summer of 20-21, we have over 150 students attending our summer school program where students will receive math and ELA instruction to help remediate any learning loss that took place. Students will also be allowed to keep their school-issued devices over the summer so they can use the SAVA online learning platforms during the summer.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

SAVA had many successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year. One of the biggest challenges was students not being on campus and missing out on the important socialization and social skill development that occurs on campus. To counter this, SAVA created learning schedules with as much live interaction with staff as possible, without overdoing it on the screen time. We were able to find a successful balance with this. SAVA teachers and staff were encouraged to include as much fun, collaborative experiences as possible in their instruction. SAVA teachers, social workers and counselors held regular office hours throughout the year for students who needed help or a personal connection. SAVA was able to continue with its frequent staff and student recognitions, which helped with staff and student morale as well. During our professional learning, SAVA continued with its work in culturally responsive teaching in a distance learning setting.

## **Analysis of Pupil and Family Engagement and Outreach**

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

SAVA had many successes and challenges in implementing pupil and family engagement and outreach in the 2020-2021 school year. Our teachers did an excellent job with maintaining frequent communication with families/students who were not participating in our different learning options. A second level of communication came from our Student Support Specialists and Social Workers, who kept in communication with families who had consistently poor attendance during all phases of learning this year. We are proud of the consistently-high engagement at SAVA this year. Working to reduce chronic absenteeism is an important goal as many of our students struggled with attendance at their previous schools. As part of this effort we have established multiple actions to reduce chronic absenteeism, including phone calls, letters home to parents and home visits.

## **Analysis of School Nutrition**

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

Food services for students at SAVA were provided through our local authorizing districts during distance learning. When students returned to on campus learning, nutrition services were provided on campus for all students.



# Additional Actions and Plan Requirements

## Overall Analysis

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

The 20-21 school year was quite a year regarding spending and how it changed to meet the needs of distance and hybrid learning but our current LCAP withstood the test. We learned that our LCAP goals and actions were strong due to the fact that we were able to have a successful year within this LCAP. Our LCAP goals have remained relatively the same for the 21-24 LCAP, the actions have remained relatively consistent with the LCAP of the past. SAVA learned quite a few lessons from implementing in-person and distance learning programs in 2020-2021 that have informed the development of goals and actions in the 2021-2024 LCAP. As teachers were thrust into distance learning and significant technology use, there is no doubt that continued investment and support in technology use will be necessary. This not only includes the purchase of technology for staff and students, but continued professional learning in technology use and blended-learning best practices. Also, during this year of extenuating circumstances due to COVID for families, we realized the importance of maintaining our Student Support Specialists and Social Workers and their importance to parent/family engagement and student interventions at SAVA.

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

Pupil learning loss and ways to remediate it are addressed in our 21-24 LCAP, as they were in our past LCAP, especially with unique needs. Some examples on how learning loss will be addressed include continuity with Capturing Kids Hearts, funding for Career and Technical Education programs and funding for student support specialists and additional counselors. training. SAVA has also added new paraprofessionals to provide intervention and support students throughout the next LCAP. SAVA will continue to hold programs such as summer school to support students in need of credit recovery.

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

No substantive differences were evidenced.

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

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

The analysis of data and determination of student outcomes was very difficult in the ever-changing nature of learning in 20-21. Most of the outcomes in the 19-20 LCAP and 20-21 LCP were based on data that was not gathered due to assessments being cancelled (CAASPP, ELPAC). There were also outcomes based on CTE pathway completion and articulated course completion which created challenges because some CTE capstone courses could not be offered in a virtual setting and distance learning labs did not meet the college requirements for articulated credits. SAVA believes that its 19-20 LCAP was strong and that the three goals and related actions allowed us to provide a comprehensive program and support the learning needs of all students. The goals and actions in the SAVA 21-24 LCAP allows SAVA to continue to work towards increasing student outcomes, enhancing student engagement and preparing all students to be college and career ready specifically through providing robust CTE pathway programs.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	783,275.44	641,741.13
Base	0.00	0.00
LCFF Base	141,331.44	104,147.06
Supplemental and Concentration	561,445.00	530,535.22
Title I	59,255.00	4,312.07
Title II	8,669.00	2,746.78
Title III	2,575.00	0.00
Title IV	10,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	783,275.44	641,741.13
	1,296.01	0.00
1000-1999: Certificated Personnel Salaries	418,639.09	444,530.19
2000-2999: Classified Personnel Salaries	104,275.91	9,263.71
3000-3999: Employee Benefits	181,896.52	169,228.21
4000-4999: Books And Supplies	23,902.46	811.13
5000-5999: Services And Other Operating Expenditures	40,392.30	16,344.57
5800: Professional/Consulting Services And Operating Expenditures	9,500.00	1,563.32
6000-6999: Capital Outlay	0.00	0.00
7000-7439: Other Outgo	3,373.15	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	783,275.44	641,741.13
	LCFF Base	251.15	0.00
	Supplemental and Concentration	1,044.86	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	80,043.40	74,526.18
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	338,595.69	370,004.01
2000-2999: Classified Personnel Salaries	LCFF Base	18,241.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	51,698.91	7,730.11
2000-2999: Classified Personnel Salaries	Title I	34,336.00	1,533.60
3000-3999: Employee Benefits	LCFF Base	39,795.89	29,328.13
3000-3999: Employee Benefits	Supplemental and Concentration	131,947.75	137,121.61
3000-3999: Employee Benefits	Title I	10,152.88	2,778.47
4000-4999: Books And Supplies	Supplemental and Concentration	8,022.43	811.13
4000-4999: Books And Supplies	Title I	11,880.03	0.00
4000-4999: Books And Supplies	Title IV	4,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	3,000.00	292.75
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	28,135.36	14,868.36
5000-5999: Services And Other Operating Expenditures	Title II	1,169.00	1,183.46
5000-5999: Services And Other Operating Expenditures	Title III	2,575.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,512.94	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	2,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	7,500.00	1,563.32
6000-6999: Capital Outlay	Base	0.00	0.00
7000-7439: Other Outgo	Title I	2,886.09	0.00
7000-7439: Other Outgo	Title IV	487.06	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	511,486.82	461,238.41
Goal 2	135,451.62	93,856.87
Goal 3	136,337.00	86,645.85

\* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,370.00	\$19,492.46
Distance Learning Program	\$61,840.00	\$91,901.39
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$72,210.00	\$111,393.85

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,370.00	\$19,492.46
Distance Learning Program	\$57,840.00	\$57,876.27
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$68,210.00	\$77,368.73

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$4,000.00	\$34,025.12
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,000.00	\$34,025.12



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento Academic & Vocational Academy - EGUSD	Morri Elliott Director	morri.elliott@gcccharters.org

## Plan Summary [2021-22]

### General Information

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

Sacramento Academic and Vocational Academy (SAVA) - EGUSD is a 7-12th grade charter school located in the city of Elk Grove. It is one of nine charter schools operated and overseen by Gateway Community Charters, a 501c3 non-profit charter management organization (CMO). SAVA is designed to deliver a comprehensive educational program through various instructional structures (i.e., independent study, online, career-focused, project-based learning, CTE, and concurrent enrollment in community college, when appropriate). Though all students in grades 7 through 12 may benefit from the program, SAVA's primary focus is on working with underserved students whose

academic needs have not been met by the traditional education environment. SAVA maximizes instructional and support services to a diverse and academically challenged student population using a non-classroom-based model of instructional delivery. Although SAVA is an independent study program, the school functions as a hybrid model where most students are on campus two to three days a week taking part in different classes or in individual meetings with their assigned teacher of record. The school is unique in that all graduates are required to complete at least twenty credits (four quarters) of career and technical education (CTE) classes in order to earn a diploma. As a school, we believe that preparing students with career focused skills is essential to success after high school and educating students through a hybrid learning model is one key step in preparing our students for future success.

The El Dorado Charter SELPA supports SAVA in meeting the needs of students with disabilities by providing professional learning to staff and administrators, Alternative Dispute Resolution tools and assistance, facilitation of root cause analysis for Program Indicator Review and other Special Education accountability measures, and access to program specialists and other technical experts to assist with specific student needs.

## Reflections: Successes

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

As a new school in the 2018-2019 school year there are no current state performance indicator "color levels" available for SAVA-EGUSD on the CA Data Dashboard.

Current state and local school data for the 2020-2021 school year shows success in the following areas:

Local performance indicators regarding school culture are strong. Staff surveys as well as student, parent and community surveys show a strong collaborative culture where students feel safe and the community see's the positive impact the school is making for students in the Sacramento region. 97% percent of students surveyed feel that they are cared about and treated respectfully at SAVA. In the current school year, we were selected as a National Showcase School for our "Capturing Kids' Hearts" program. As a National Showcase school, other schools throughout the region will come visit our campus to learn best practices about creating a positive school culture. Our students are also asked to participate in conferences throughout the region to talk about the safe, positive culture at SAVA.

One year graduation rate data showed that 87.5% of eligible seniors graduated during the 2019-2020 school year.

During the 2020-2021 shcool year, as we continued distance learning during the COVID-19 pandemic, SAVA offered the following opportunities for students in a virtual setting to increase student engagement an enhance learning opportunities: Community Job Shadow Days, CTE classes, leadership classes, and mentoring opportunities. In addition to these student opportunities, SAVA has also worked this year to engage parents with our school and with their student's education. To support parent engagement we have provided quarterly virtually parent workshops.

## 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.

SAVA-EGUSD's CAASPP proficiency levels for both math and ELA are focus areas for improvement. The average new student enrolling at SAVA-EGUSD tests three to four years below grade level on both math and reading diagnostic tests upon enrollment. SAVA will put a strong focus on writing, literacy and math. SAVA will have an action plan focused on increasing proficiency levels for students across all subgroups and plans to invest significant time and dollars into professional development training for teachers and curriculum geared towards helping student achieve proficiency in these key areas.

SAVA is also focused on increasing the one year graduation rate for our seniors. Intervention processes have been put in place through the creation of the schools Coherence action plan to support increasing the school's graduation rate. SAVA-EGUSD will also implement a new on campus onboarding program in the 2021-2022 school year to support new students' transition to our school with the objective of preparing students with skills needed to succeed in a hybrid non-classroom based instructional model program.

## LCAP Highlights

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

SAVA has a special and unique mission and vision of educating under-served, socio-economically disadvantaged students as a school of choice in Sacramento. The majority of students who enroll as new SAVA students have core academic skills three to four years below grade level, on average. Although SAVA does not yet have a complete dashboard to analyze data, the SAVA leadership team and school stakeholders have collaborated throughout the last year and identified the following areas of focus that have been incorporated into the LCAP:

1. Interventions for students who are credit deficient and achieving far below grade level in Reading/ELA & Math.
2. Interventions/on-site support classes targeted for EL students.
3. Dedicate resources towards professional development for standards-aligned instructional strategies
4. Hire positions dedicated to serving underserved students
5. Implement on-site math classes and support labs
6. Increase CTE offerings

# 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.

NA

## Support for Identified Schools

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

NA

## Monitoring and Evaluating Effectiveness

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

NA



# Stakeholder Engagement

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

September 2020 - LCAP goals and action shared with staff and other stakeholders at School site Council

February 2021 - CSP and LCAP plans discussed at school staff meeting, staff feedback provided

March 2021 - LCAP survey made available to the public on SAVA website

May 2021 - Review LCAP progress with School Site Council

May 2021 - School staff discussion and feedback on 2021 LCAP draft

Sacramento Academic and Vocational Academy has included parents, community members, students, staff members, and other stakeholders in the following manner during the 2020-2021 school year: At the beginning of the school year, school administration met with the school staff and community stakeholders at the School Site Council meeting to review LCAP goals and action items. Throughout the 2020-2021 school year, updates and progress reports on LCAP were made available to stakeholders through School Site Council, and other parent engagement events. Student and parent groups were provided a survey to gather feedback on the progress of the LCAP goals and to provide input on future LCAP goals in March of 2021.

The following data sources were made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process: Graduation rate projections, Retention rates, ELPAC data, EL Reclassification rates, CTE enrollment, local assessments: Renaissance testing results.

After receiving feedback from these groups, the school leadership team made revisions and completed all required annual updates to the LCAP plan taking into consideration the input from the various stakeholder groups (March-May 2021). This draft was then submitted to Gateway Community Charters leadership for additional input (May 2021). The final draft of the LCAP was then presented for an initial public hearing on June 24, 2021 and final approval on June 25, 2021.

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

A majority of this year's feedback focused on meeting the social emotional needs of SAVA students. Stakeholders want to see us creating an environment where students feel safe as they come back to campus, provide opportunities for learning that are hands-on and engaging and offer as many extracurricular opportunities as possible to help students connect with each other and with SAVA staff. Specifically, School Site Council students, guardians and staff input focused on the increased anxiety and depression of students during this school year and the need for support in SEL, hands on courses (including CTE, Arts and Project Based Learning). The School Site Council also discussed ways to increase parent involvement and engagement at SAVA. Other stakeholder input included SAVA community partners, staff and administration and included feedback on increasing College and Career Ready students. This input focused on providing staff the materials and skills needed for teaching students workforce readiness, increasing our pathway options and the increased offers of college readiness tests (SAT, ASVAB).

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

Since a majority of this year's feedback focused on the social emotional needs of SAVA students, aligning with Goal 3, which focuses on specific actions to support engagement and retention of students. There was overwhelming feedback for increased opportunities for students to experience hands-on learning. Goal 1 and 3 actions fund professional development for staff to implement effective SEL strategies, as well as dollars for updated instructional materials and supplies for CTE, Art, and project-based learning classes. Stakeholders also supported funding for field trips and stakeholder engagement events to increase family awareness and support for student opportunities to take college and career preparatory tests (ie ASVAB, PSAT, SAT).

# Goals and Actions

## Goal

Goal #	Description
1	Conditions of Learning: SAVA EGUSD will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7)

An explanation of why the LEA has developed this goal.

The percentage of students at the "prepared" level on the dashboard college and career indicator is well below the state average. There is also an achievement gap showing white students significantly outperforming African American, Hispanic and Low Income students on this indicator.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed (priority1 A)	All teachers are appropriately credentialed.				All teachers appropriately credentialed.
All Students have access to standards aligned materials (priority 1B, 2A)	All students currently have access to standards aligned materials. Additional standards aligned curriculum options are needed for science and CTE courses				All students will have access to multiple standards aligned curriculum options for all subjects areas.
School facilities are in good repair (priority 1C)	School facilities are kept and maintained in good repair				School facilities will be in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Language Acquisition Programs (priority 2B, 7B)	EL Language Acquisition Programs are available to all students who qualify				All qualified EL's will participate in EL Language Acquisition Programs throughout the school year
EL Professional Learning (priority 2B)	Internal and external targeted PD to support EL's available to all school staff including teachers, administrators and paraeducators				All certificated staff will receive targeted PD focused on EL's each school year
Programs to support Foster Youth, Homeless, SED, SPED (priority 7B, C)	<p>Provide school supplies for students in need (classroom supplies, technology)</p> <p>Home visits by student support specialists and counselors</p> <p>One on one and small group tutoring</p> <p>Food donations from local food banks delivered by the school</p>				Basic school needs (supplies, technology, food and clothing through community resources) will be provided to all students in need.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Technology (chromebooks and hotspots) provided to all students who are in need</p> <p>Counsleors and social workers providing SEL support to students</p> <p>Support staff connects families to additional community resources</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Fund Certificated Teachers	Funding teachers to support reduced classroom teacher/student ratios and to provide increased academic support classes on campus with appropriately credentialed teachers for each conent area. With reduced class loads, teachers will also have more hours built into their schedule to provide additional academic support classes for EL, homeless, foster, SPED and low-income students which will in turn help increase proficiency levels for students.	\$202,278.75	Yes
<b>2</b>	Fund Classified Support Staff	Fund classified support staff to support academic intervention programs and tutoring on campus for EL, homeless, foster, SPED and low-income students. Providing additional academic support to these students will increase student achievement and help close the achievement gap for the shcools underperforming subgroups.	\$42,036.48	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	Staff Professional Development	Fund professional development to support teacher/staff development to increase knowledge of state standards and academic intervention practices that will support EL, homeless, foster, SPED and low-income students. School staff will be trained in effective teaching strategies, including culturally relevant teaching practices, to ensure quality instruction is delivered to all students.	\$10,535.00	No
<b>4</b>	Classroom Materials and Supplies	Materials and supplies to increase offerings on campus for core academic classes. Provide standards-aligned instructional materials to ensure a quality standards based implementation of curriculum across all content areas. Provide supplemental material for differentiating instruction and providing interventions for EL, homeless, foster, SPED and low-income students.	\$99,054.68	Yes
<b>5</b>	Summer School	Funding teachers, classified support staff, materials and supplies for summer school will provide standards-aligned instruction to ensure a quality standards-based implementation of curriculum, as well as supplemental material and instructional support to ensure differentiation for EL, homeless, foster, SPED and low-income students. Providing additional academic support during the summer to these students will increase student achievement and help close the achievement gap for the school's underperforming subgroups.	\$41,463.75	Yes
<b>6</b>	Instructional Technology	Funding technology for instructional use will ensure that all students have adequate access to standards aligned curriculum. Computers, tablets, laptops, chromebooks and hotspots will be available for all students to use both on campus and at home throughout the school year.	\$76,695.20	No
<b>7</b>	Facility Health and Safety	For students to learn and thrive, they must come to a safe campus. All students need to have facilities in good repair and to have their safety	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		a priority. As we see an increase in depression and anxiety this is even more important for students who are homeless, foster, SPED and low-income. Funding will go to facility repair and maintaining a healthy environment. This also includes putting in place sanitization, air filtration systems and other ways to keep students and staff healthy and safe.		
8	Curriculum Development	Provide funding for standards-aligned curriculum development to ensure a quality standards based implementation of curriculum across all content areas.	\$5,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Pupil Outcomes: SAVA EGUSD will analyze data from assessments to inform decision making that will maximize pupil outcomes. The data will be used to develop plans and create programs to increase student achievement (Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

The percentage of students receiving counselor support and needing IEP/ 504 support based on anxiety, depression, emotional disturbance is high at SAVA. SAVA students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). Research has shown that implementing SEL strategies has increased student achievement and created positive school cultures.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP ELA (priority 4A)	<ul style="list-style-type: none"> <li>All Students: 102.4 points below standard</li> </ul> <p>Significant Subgroups:</p> <ul style="list-style-type: none"> <li>African American: 104.2 points below standard</li> <li>White: 92.3 points below standard</li> </ul>				All students and all subgroups of students will decrease distance from standard by 10%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>English Learners: 131.2 points below standard</li> <li>Foster Youth: NA</li> <li>Hispanic: 108.8 points below standard</li> <li>Homeless: NA</li> <li>Socioeconomically Disadvantaged: 105.5 below standard</li> <li>Students with Disabilities: 142.6 points below standard</li> </ul>				
Academic Indicator: CAASPP Math (priority 4A)	<ul style="list-style-type: none"> <li>All Students: 185.2 points below standard</li> </ul> <p>Significant Subgroups:</p> <ul style="list-style-type: none"> <li>African American: 185.7 points</li> </ul>				All students and all subgroups of students will decrease distance from standard by 7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>• White: 150.1 points below standard</li> <li>• English Learners: 211.2 points below standard</li> <li>• Foster Youth: NA</li> <li>• Hispanic: 200.1 points below standard</li> <li>• Homeless: NA</li> <li>• Socioeconomically Disadvantaged: 189.5 below standard</li> <li>• Students with Disabilities: 236.9 points below standard</li> </ul>				
CSU and UC and CTE pathway completion percentage (priority 4B)	<p>CSU and UC pathway completion 0%</p> <p>CTE pathway completion 63.8%</p>				SAVA will increase CTE completion rate by 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (priority 4C)	50% of ELL students are making progress towards English Proficiency				55% of students will be making progress towards English Proficiency.
EL Reclassification Rate (priority 4D)	10% EL Reclasification Rate.				SAVA will increase reclassification rate by 5%.
Percentage of pupils who passed and AP exam of 3 or better (priority 4E)	Zero students registered for AP exams in 2020-2021 school year				SAVA will increase the opportunity and awareness for students to take and pass the AP exam.
Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (priority 4F)	ELA: 5.9% Math: No students took assessment				SAVA will increase the ELA percentage by 5%.
College Career Indicator (8)	Proficient: 10.1% Approaching Proficient: 13.4% Not Proficient: 76.5%				SAVA will increase College and Career Indicators by 5% for proficient and 6% for Approaching Proficient.
Other student outcomes (8): Retention Data	Setting baseline in 2020-2021 school year.				Increase 2% annually or maintain 70% or higher

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Data and Student Information Systems	Aeries/Illuminate/Renaissance and other data systems to support ongoing assessment and data collection and analysis	\$15,000.00	No
2	Coherence	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.	\$18,290.51	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

An explanation of why the LEA has developed this goal.

Over 70% of SAVA's student population has experienced factors that make them highly at-risk of dropping out of school. Increasing student enrollment into Career Technical Education (CTE) and providing a wide variety of learning opportunities and supports. will ensure student engagement and increase graduation rates.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement all students (priority 3A)	<ul style="list-style-type: none"> <li>4 Site Council meetings once a quarter (low parent turn-out)</li> <li>4 parent workshops per year focused on topics identified in parent surveys</li> <li>Family orientations held at the</li> </ul>				Parent surveys will show that 80% feel they were given opportunity to have their voices heard and provide input into direction of school programing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	beginning of each school year for all students and parents <ul style="list-style-type: none"> <li>Annual parent involvement surveys</li> </ul>				
Parent involvement EL, Homeless, FY, SED(priority 3B)	<ul style="list-style-type: none"> <li>Student Support Team at each school site conducting weekly home visits as part of the intervention process</li> <li>English Learner advisory meetings held once a quarter</li> <li>Data collection EL, Homeless/FY /SED will be collected during enrollment</li> </ul>				Parent survey results will show 80% of parents of EL/Homeless, FY students feel involved and engaged in school culture

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Referrals to resources are embedded in intervention process</li> </ul>				
Parent involvement students with exceptional needs (priority 3C)	<ul style="list-style-type: none"> <li>Parents attend IEP meetings</li> <li>parent events</li> <li>survey data participation</li> </ul>				Survey results will show 80% of parents of students with special needs feel involved and engaged in school culture
School attendance rates as a percentage (priority 5 A)	94%				Increase attendance rate to 95% or higher
Chronic Absenteeism rates as a percentage (priority 5B)	12.3% in 2019, no data for 2020				Reduce Chronic Absenteeism Rate to less than 10%
Middle School dropout rates as a percentage(priority 5C)	N/A				N/A
High School dropout rates as a percentage(priority 5D)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School graduation rates as a percentage (priority 5D)	81.1%				Maintain High School Graduate Rate above 65% or higher
Suspension rates as a percentage (priority 6A)	0%				Maintain Suspension rate under 5%
Expulsion rates as a percentage (priority 6B)	0%				Maintain Expulsion rate under 2%
School Safety or other school connectedness activities (priority 6C)	<ul style="list-style-type: none"> <li>• 4 GCC Safety Committee Meetings per year at each campus</li> <li>• regular Fire/Evacuation and other safety drills</li> <li>• Staff, student and parent surveys</li> <li>• monthly campus safety checklists</li> </ul>				Survey results show 80% of stakeholders feeling safe and connected with school culture



## Actions

Action #	Title	Description	Total Funds	Contributing
1	Capturing Kids Hearts	Staff training: CKH 1, CKH 2, Process Champions	\$10,000.00	Yes
2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Professional learning for staff and supports for students that align with programs to support Diversity/Equity/Inclusion/Access and SEL	\$20,655.14	Yes
3	Staff Professional Development	SAVA will fund professional development opportunities both on and off site that will develop staff capacity to serve low-income, EL and Foster/Homeless youth who have struggled to engage in school. PD will focus on intervention strategies to re-engage students in learning, creating innovative new curriculum options, preparing students with essential skills for careers and building student perseverance and motivation.	\$20,000.00	Yes
4	Materials and Supplies	Provide materials and supplies for CTE classes, PBL projects, makerspace labs, sports and extracurricular programs to help re-engage low-income, foster/homeless and EL students in learning. Providing resources for these classes and programs will lead to increased retention and engagement for these student subgroups.	\$52,889.00	Yes
5	Field Trips	Provide field trip opportunities focused on academics, team building and mentorship to enhance the learning experience for all students. Field trips will align with core academic and CTE standards and provide learning opportunities for students to increase engagement at school. Field trips will be focused on building relationships with peers, and connecting with community members to create networks of support to increase academic and school engagement.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>6</b>	Provide Academic and SEL Support Services	Fund Certificated staff (counselors, social workers, nurse) and Intervention programs and services to support academic growth, engagement and retention in school for foster, EL and low income students. These services will include support/tutoring services, student workshops focusing on SEL, health and well-being topics (ie student safety, self -esteem, bullying, responsibility, growth mindset). Providing these services will increase graduation and retention rates and will support our efforts to close the achievement gap for foster, EL and low income students.	\$278,458.34	Yes
<b>7</b>	Host Family/Community Engagement Events	Provide student/parent workshops focused on retention and engagement strategies to support students' success, both in school and at home, which will promote a culture of collaboration between school staff and families. Increase participation of community stakeholders through mentorship programs and work based learning involvement (ie Job Shadow, advisory boards). Create partnerships to align CTE programs to industry standards.	\$2,500.00	Yes
<b>8</b>	CTE Instructors and Mentors	Fund intstructors for CTE classes to increase engagement for low income, foster and EL students.	\$112,655.91	Yes

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.44%	390,598

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

### Required Descriptions

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

The specific actions listed below identify how services will be increased or improved to support the academic success of low income, foster youth and English Language Learners.

Goal 1: SAVA will provide conditions of learning that will develop College and Career Ready students

A. Teacher salaries: Teacher salaries will be funded to provide small group and one-to-one support for struggling students. This will include additional support classes being offered to ensure optimal teacher-student loads.

B. Paraeducators on campus: Paraeducator salaries will be funded to provide additional academic support and tutoring opportunities to student on campus.

C. Professional development: Professional development will be provided on key initiatives including CKH, Coherence, CCSS, NGSS, and ELD standards to maximize academic performance for all students, with an emphasis on unduplicated students.

D. Classroom Supplies and Materials: Used to ensure quality standards based implementation of curriculum across all content areas. Will provide for purchasing of supplemental material for differentiating instruction and providing interventions for EL, Foster Youth and Low Income students.

E. Field Trips: Provide field trips at no cost to all students.

Goal 2: SAVA will analyze data from assessments to inform decision making that will maximize pupil outcomes. the data will be used to develop plans and create programs to increase student achievement.

A. Data and Information Systems: These data systems will be used to identify any achievement gaps for EL, foster and low income students, providing the ability for school staff to plan appropriate supports and interventions for students.

B. Professional development: Training will be provided for teachers and other school staff focused on supporting foster youth attending SAVA and providing the support and resources needed to assist students with a history of high mobility in high school.

Goal 3: Foster positive relationships with staff, students, parents and the community as part of a successful learning environment.

A. Professional development: CKH, Equity, SEL, Retention - Professional development will be given to all SAVA staff focused on cultural awareness and meeting the academic, social and emotional needs of students, with a specific focus on unduplicated pupils.

B. Classroom Supplies and Materials: Used to ensure quality standards based implementation of curriculum across all content areas. Will provide for purchasing of supplemental material for differentiating instruction and providing interventions for EL, Foster Youth and Low Income students.

C. Field Trips: Provide field trips at no cost to all students.

D. Certificated Staff: Certificated staff will lead parent workshops and improve communication with parents of unduplicated pupils.

#### Goal 1 Action 3: Staff Professional Development

This action provides funds for professional development to support teacher/staff development to increase knowledge of state standards and academic intervention practices that will support EL, homeless, foster, SPED and low-income students. School staff will be trained in effective teaching strategies, including culturally relevant teaching practices, to ensure quality instruction is delivered to all students. Our most vulnerable students often experience anxiety and depression and have a difficult time maintaining adequate academic progress throughout the school year. These EL, low income and foster students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). This goal will also provide staff with developed knowledge around state standards directly tying this to EL curriculum and other core content areas for direct support for EL, foster and homeless youth.

#### Goal 2 Action 2: Data Systems

This action provides funds for use of data systems such as Aeries, Illuminate, and iReady to support ongoing assessment, data collection and analysis of academic and SEL needs specific to EL, foster, and low-income students. This data will be used to plan interventions, program changes, and increased services for these populations.

The percentage of students receiving counselor support and needing IEP/ 504 support based on anxiety, depression, and/or emotional disturbance is high at SAVA. SAVA students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). SAVA staff will use these data systems to continually evaluate the effectiveness of implementation of academic and SEL supports for special populations.

#### Goal 2 Action 2: Coherence

This action provides funds for professional learning, coaching and leadership support to ensure connections of all systems and programs within the SAVA organization to support student learning outcomes. SAVA has a high percentage of EL, low income and foster students needing academic and counselor support. These students often experience anxiety and depression and have a difficult time maintaining adequate academic progress throughout the school year. These EL, low income and foster students also have high numbers of Adverse Childhood Experiences (ACE's) and need extra support focused on Social Emotional Learning (SEL). Providing professional learning to

school staff through our “coherence” work will help ensure that the systems of support we put in place for these students is effective, efficient and helps to create positive learning outcomes for our most vulnerable student populations.

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

Sacramento Academic and Vocational Academy's estimated Supplemental and Concentration grant funding calculated on the number of unduplicated low income, foster youth, and English learner pupils is \$\_\_\_\_\_. In the LCAP, there are services directed towards low income students, foster youth and EL's; however, since SAVA's unduplicated count is so high, many of the services in the plan will affect other students. SAVA is providing more than \_\_\_\_\_% of increased or improved services above the base program. The specific actions listed below identify how services will be increased or improved to support the academic success of low income, foster youth and English Language Learners.

Goal 1: Conditions of Learning: SAVA SCUSD will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7)

A. Teacher salaries: Teacher salaries will be funded to increase small group and one on one support for struggling students. This will include extra support classes being offered and lower teacher-student loads.

B. Para educators on campus: Para educator salaries will be funded to provide additional academic support and tutoring opportunities to students on campus.

C. Professional development: Professional development will be provided on key initiatives including CKH, Coherence, CCSS, NGSS, and ELD standards to ensure increased academic performance for all students, with an emphasis on unduplicated students.

Goal 2: Pupil Outcomes: SAVA SCUSD will analyze data from assessments to inform decision making that will maximize pupil outcomes. The data will be used to develop plans and create programs to increase student achievement (Priorities 4 and 8)

A. This action provides funds for use of data systems such as Aeries, Illuminate, and iReady to support ongoing assessment, data collection and analysis of academic and SEL needs specific to EL, foster, and low-income students. This data will be used to plan interventions, program changes, and increased services for these student groups. .

Goal 3: Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

A. Professional Development: PD will be given to all SAVA staff focused on cultural awareness and meeting the academic, social and emotional needs of students, with a specific focus on the unduplicated pupils.

B. Drop out prevention: SAVA will provide staffing to implement home outreach visits for struggling students or students that have already dropped out of school. Counselors and support staff will provide resources to assist students and families get back on track to graduate.

C. At-Risk Specialist: SAVA will provide funding for an At-Risk specialists who will be responsible as "teacher of record" for students struggling to stay in school. This teacher caseload will consist of students with extreme behavioral or truancy issues.

D. School Counselor: School counselor will lead parent workshops and improve communication with parents of unduplicated pupils.

E. Family Engagement Events: SAVA will host multiple events throughout the school year to engage students and families. Building relationships with students and families is vital to a strong partnership that will lead to academic success for all students, especially our most vulnerable.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$390,598.57	\$554,561.57		\$92,352.62	\$1,037,512.76

Totals:	Total Personnel	Total Non-personnel
Totals:	\$684,428.23	\$353,084.53

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Fund Certificated Teachers	\$80,559.89	\$121,718.86			\$202,278.75
1	2	English Learners Foster Youth Low Income	Fund Classified Support Staff				\$42,036.48	\$42,036.48
1	3	All	Staff Professional Development				\$10,535.00	\$10,535.00
1	4	English Learners Foster Youth Low Income	Classroom Materials and Supplies	\$74,928.68			\$24,126.00	\$99,054.68
1	5	English Learners Foster Youth Low Income	Summer School		\$41,463.75			\$41,463.75
1	6	All	Instructional Technology		\$76,695.20			\$76,695.20
1	7	All	Facility Health and Safety		\$15,000.00			\$15,000.00
1	8	All	Curriculum Development	\$5,000.00				\$5,000.00
2	1	All	Data and Student Information Systems	\$15,000.00				\$15,000.00
2	2	All	Coherence	\$15,000.00	\$3,290.51			\$18,290.51
3	1	English Learners Foster Youth Low Income	Capturing Kids Hearts	\$10,000.00				\$10,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Diversity/Equity/Inclusion/Access SEL (Hanover)	\$5,000.00			\$15,655.14	\$20,655.14
3	3	English Learners Foster Youth Low Income	Staff Professional Development	\$20,000.00				\$20,000.00
3	4	English Learners Foster Youth Low Income	Materials and Supplies	\$52,889.00				\$52,889.00
3	5	English Learners Foster Youth Low Income	Field Trips	\$15,000.00				\$15,000.00
3	6	English Learners Foster Youth Low Income	Provide Academic and SEL Support Services	\$58,774.45	\$219,683.89			\$278,458.34
3	7	English Learners Foster Youth Low Income	Host Family/Community Engagement Events	\$2,500.00				\$2,500.00
3	8	English Learners Foster Youth Low Income	CTE Instructors and Mentors	\$35,946.55	\$76,709.36			\$112,655.91

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$355,598.57	\$896,992.05
<b>LEA-wide Total:</b>	\$355,598.57	\$896,992.05
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Fund Certificated Teachers	LEA-wide	English Learners Foster Youth Low Income		\$80,559.89	\$202,278.75
1	2	Fund Classified Support Staff	LEA-wide	English Learners Foster Youth Low Income			\$42,036.48
1	3	Staff Professional Development			Specific Schools: SAVA 9-12		\$10,535.00
1	4	Classroom Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income		\$74,928.68	\$99,054.68
1	5	Summer School	LEA-wide	English Learners Foster Youth Low Income			\$41,463.75
3	1	Capturing Kids Hearts	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
3	2	Diversity/Equity/Inclusion/Access SEL (Hanover)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SAVA 7-12	\$5,000.00	\$20,655.14

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Staff Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
3	4	Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income		\$52,889.00	\$52,889.00
3	5	Field Trips	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
3	6	Provide Academic and SEL Support Services	LEA-wide	English Learners Foster Youth Low Income		\$58,774.45	\$278,458.34
3	7	Host Family/Community Engagement Events	LEA-wide	English Learners Foster Youth Low Income		\$2,500.00	\$2,500.00
3	8	CTE Instructors and Mentors	LEA-wide	English Learners Foster Youth Low Income		\$35,946.55	\$112,655.91

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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



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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.

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

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