

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jacinto Valley Academy

CDS Code: 33672496114748

School Year: 2021-22

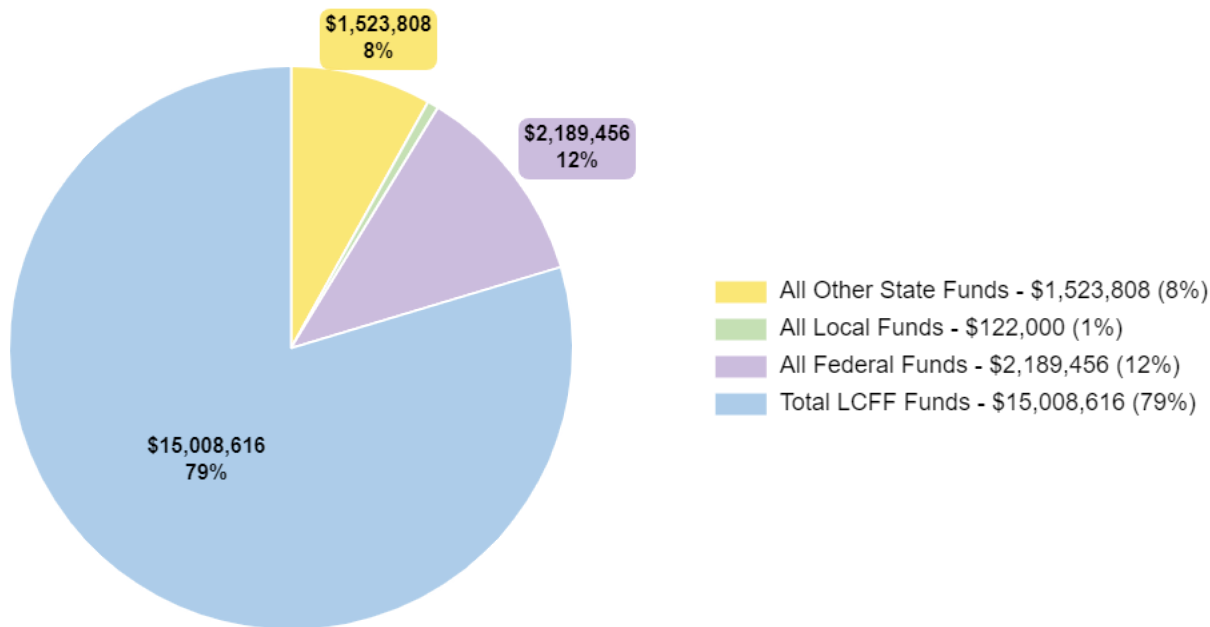
LEA Contact Information: Paul Huynh |

phuynh@sjacademy.org | 9516546113

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).

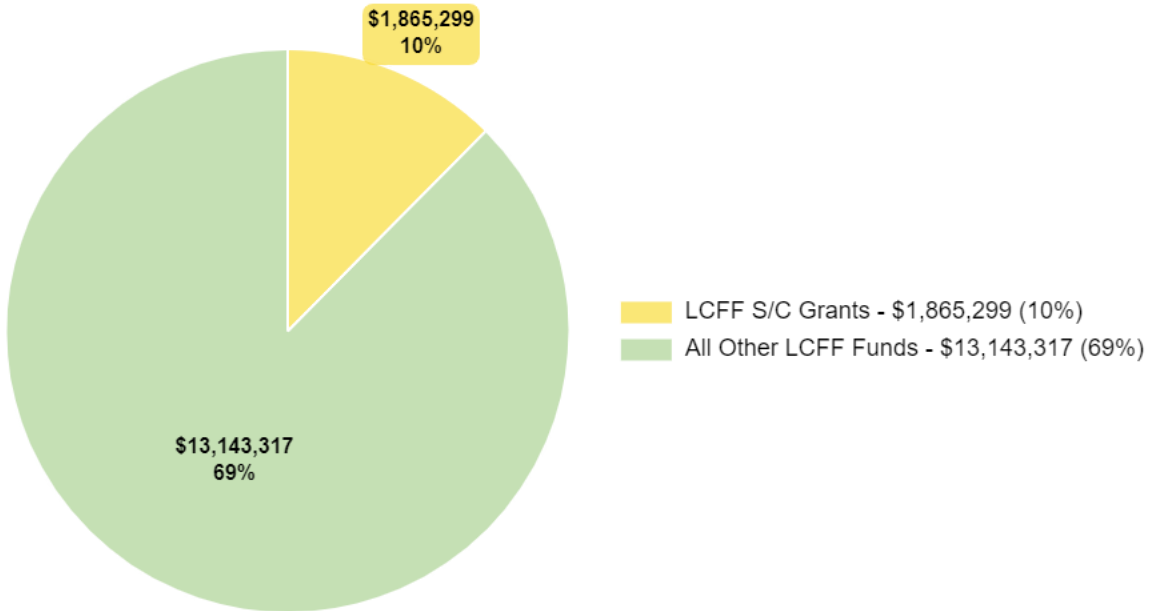
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,523,808	8%
All Local Funds	\$122,000	1%
All Federal Funds	\$2,189,456	12%
Total LCFF Funds	\$15,008,616	79%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$1,865,299	10%
All Other LCFF Funds	\$13,143,317	69%

These charts show the total general purpose revenue San Jacinto Valley Academy expects to receive in the coming year from all sources.

The total revenue projected for San Jacinto Valley Academy is \$18,843,880, of which \$15,008,616 is Local Control Funding Formula (LCFF), \$1,523,808 is other state funds, \$122,000 is local funds, and \$2,189,456 is federal funds. Of the \$15,008,616 in LCFF Funds, \$1,865,299 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much San Jacinto Valley Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Jacinto Valley Academy plans to spend \$17,630,869 for the 2021-22 school year. Of that amount, \$7,013,450 is tied to actions/services in the LCAP and \$10,617,419 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures that are not included in the LCAP are general operating expenses such as rent, utilities, and consultant fees as well as employee benefits costs.

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

In 2021-22, San Jacinto Valley Academy is projecting it will receive \$1,865,299 based on the enrollment of foster youth, English learner, and low-income students. San Jacinto Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Jacinto Valley Academy plans to spend \$368,100 towards meeting this requirement, as described in the LCAP.

The additional improved services described in the LCAP include the following:

SJVA will hire highly qualified staff that will provide the necessary services and support to meet the academic, social, and emotional needs of identified students. SJVA will continue to provide extended learning opportunities through afterschool and weekend tutoring and academic support to ensure the success of high need students. SJVA will provide complete access to resources, materials, and opportunities of high needs students.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what San Jacinto Valley Academy 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 San Jacinto Valley Academy 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, San Jacinto Valley Academy's Learning Continuity Plan budgeted \$1,380,000 for planned actions to increase or improve services for high needs students. San Jacinto Valley Academy actually spent \$1,741,020 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jacinto Valley Academy	Paul Huynh President	phuynh@sjacademy.org 9516546113

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

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

Culture and Climate - SJVA will utilize the Learning Partnership Agreement to provide a positive school climate consisting of a safe, inviting, and engaging environment to promote optimum success for student, parents, and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:

6
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain 98% attendance rates	99.36% attendance rate
Decrease chronic absenteeism to 0% Maintain Blue on CA School Dashboard	Data was not reported on due to COVID-19 Closures
Decrease suspension and expulsion rates to 0% Maintain Blue on CA School Dashboard	1.1% suspension rate 0% expulsion rate CA School Dashboard did not report for the 2019-2020 school year due to COVID-19 closures.
Maintain 0% dropout rate	Maintained 0% dropout rate
Increase parents attending conferences & setting goals with students to 95%	95% of TK-12th grade parents participated in conference and goal setting at least one time in the school.
Increase parent education nights to 7 per grade level per school year	50% of parent educational and counseling department workshops were able to be held due to COVID-19 school closure.
Maintain 100% access to on campus visual and performing arts program.	Maintained 100% access to on campus visual and performing arts programs.
Increase middle and high school students participation in sports to 65%.	Unable to collect data due to COVID-19 school closure.
Increase students sense of belonging to 90%	Unable to collect data due to COVID -19 school closure.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide resources for site events. Participation in multicultural events per grade level. Fund transportation to local events. Provide resources for site events.	\$72,000 LCFF Base 5800-5801 Services and Other Operating Expenditures	\$79,219.53
Maintain both student and teacher led conferences. Students become integral part of conference and goal setting. Parents help identify strengths and needs with their child. Provide translation as needed at all parent conferences.	Nominal cost associated with these actions NA NA	Nominal cost associated with this action. NA NA
Continue parent, student, staff and community surveys to improve programs with all TK - College students and families. Utilize survey data for program improvement. Count survey toward family service log	Nominal cost associated with this action. NA NA	Nominal cost associated with this action. NA NA

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide timely, effective, and accurate communications to the TK- College school community, i.e. Parents, students, staff, through website, daily bulletin, monthly newsletter, Wolf Pack Report, and school event calendar. Translate documents to Spanish as needed. Continue to provide necessary equipment and resources to maintain Wolf Pack Report.	\$16,000 LCFF Base 5800 Services and Other Operating Expenditures	\$11,033.90
Provide resources to EL students and their families and hold parent trainings in Spanish to build student success. Hold 4 yearly ELAC meetings. Send all correspondence to families in English and Spanish Provide translation at all parent conferences, meetings, and school functions as needed.	\$3,500 Title III 5210-5220 Services and Other Operating Expenditures	\$5,000.00

Goal Analysis

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

Each of the action items listed above for goal one were implemented and the funding used for the implementation.

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

Site and community events - School site and community events continued to be a success in the 2019-2020 school year prior to the school closure due to COVID-19. These events were successful as they provided opportunities for students to learn through the inquiry process and understand that learning can and does take place outside of the physical classroom environment. Furthermore, school events have provides students with an opportunity to demonstrate their learning and skills in the forms of performances, inquiry nights, STEM fair, and other events to highlight student performance and success.

Conferences - student led and parent-teacher conferences continue to be a successful and a key component in the implementation of SJVA's Learning Partnership Agreement. These conferences provide an opportunity for students to demonstrate and articulate their progress towards achievement. They provide valuable time for parents to hear from teachers and speak towards their student's progress and provides an opportunity for teachers to provide feedback and areas of opportunity for growth.

Surveys - In 2019-2020 due to the COVID-19 school closure, there was difficulty in provide a survey and receiving feedback from parents and students.

Communications - SJVA continues to utilize School Messenger, school website, newsletters, email, and

phone calls to keep students, parents, and staff informed and up to date on current information. These forms of communication continue to be a point of success in helping all stakeholders stay informed.

English Language Advisory Committee - This committee was successful in meeting regularly throughout the school year and provide relevant and up to date information to parents of English Language Learners. During the COVID-19 Closure this committee continues to hold meetings via Zoom and support the needs of all English Language Learners.

Goal 2

Academic Achievement - Students will receive high quality, well-rounded, inquiry based instruction, utilizing state adopted curriculum and materials to foster high academic achievement and prepare them for success in College and/or Career choices.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4 5

6 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase score to move towards level 3/4 for all students in mathematics: 15 points SWD: 15 points EL: 15 points Hispanic: 15 points AA: 15 points SED: 15 points	Due to COVID-19 the CAASPP was suspended therefore no data is available to report on.
Increase score to move towards level 3/4 for all students in mathematics: 15 points SWD: 15 points AA: 15 points EL: 15 points Hispanic: 15 points SED: 15 points	Due to COVID-19 the CAASPP was suspended therefore no data is available to report on.
Increase % of students proficient or above. Reading: Increase to 70% Language Usage: Increase to 75% Math: Increase to 70%	Due to COVID-19 school closure there is no data available to report on.

Expected	Actual
EL Progress Indicator: Increase 10% resulting in Very High Status (Blue) Reclassification: Increase to 45%	Reclassification of English Language Learners 45.3%
80% of English Learners will make progress towards English proficiency as measured by ELPAC.	Due to COVID-19 school closure there is no data available to report on the outcome.
Instructional Materials: Maintain 100% compliance Teacher Credentialing: Maintain 100% compliance	Instructional Materials: 100% compliance Teacher Credentialing: 100% compliance
Increase % of students achieving 3.0 GPA or higher. All Students: Increase to 90%	92.4% of high school students earned a 3.00 GPA or greater. 98.6% of middle school students earned a 3.00 GPA or greater.
Maintain 100% of students completing A-G requirements	100% of students are meeting the A-G requirement
Increase college readiness rate in ELA to 85%	Due to COVID-19 school closure and suspension of CAASPP there is no data available to report on.
Increase college readiness rate in Math to 65%	Due to COVID-19 school closure and suspension of CAASPP there is no data available to report on.
Maintain 100% of all students will access high quality digital resources.	100% of all students will access high quality digital resources.
Maintain 100% of students created Individual Learning Portfolios (ILP) to monitor progress.	100% of secondary students have an Individual Learning Portfolios (ILP) to monitor progress.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain current state recommended and approved instructional materials for California Standards curriculum and state alignment for all TK - College classrooms. Continue to develop and implement K-12 writing programs and provide teacher training to provide consistency within the writing process. Continue to expand reading program by building and expanding classroom libraries with community resources. Renew and continue to provide professional development for NWEA Maps assessment and reporting program that is aligned with the California Standards. o ELA & Math Grades TK – 12 o Science Grades 3-12th Maintain Deans throughout all grade levels to monitor the implementation of curriculum as it aligns to California Standards and smarter balanced assessment.</p>	<p>I. \$166,000 II. \$ 130,000 LCFF Base I. 4100-4300 Books and Supplies II. 1100-1900 Certificated Salaries</p>	<p>I. \$116,763.38 II. \$110,000.00</p>
<p>Maintain Learning Community Coordinators (LCCs) to support Learning Communities for all grades TK – College. Continue to hold weekly Leadership Team and grade level meetings as well as monthly All Staff meetings. Hire and maintain fully credentialed teachers with appropriate credentials. Retain TK-12 Certificated staffing for Regular Education Classrooms. Provide support to (CTI) Induction candidates. Continue to provide funding for CTI candidates program and coaches stipend.</p>	<p>I. \$5,136,617 II. \$ 70,000 I. LCFF Base II. LCFF EPA I. 1100-1900 Certificated Salaries II. 5210-5220 Services and Other Operating Expenditures</p>	<p>I.\$28,372.00 II. \$80,500.00</p>
<p>Continue to implement PYP program throughout grades TK – 5. Continue to implement PYP curriculum in grades TK – 5. Continue to provide opportunities for teachers to visit other PYP campuses. Provide ongoing PYP IB training for TK-5 teachers.</p>	<p>I. \$80,000 II. \$63,000 LCFF Base I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures</p>	<p>I. \$19,544.84 II.\$17,519.50</p>
<p>Recognize individual, subject, and grade level achievements and student success. With additional focus on English Learners and SED students. Provide awards, certificates, medals, trophies and banners to celebrate student achievement and success.</p>	<p>I. \$40,000 II. \$12,000 III. \$ 7,000 I. LCFF Base II. Title I III. Title III 4100-4300 Books and Supplies</p>	<p>I.\$76,631.66 II. \$45,343.00 III.19,998.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All TK - College teachers receive appropriate and relevant professional development. Provide Diamond Tiered (RTI) Response to Intervention - Acceleration, remediation, and grade level support and instructional training for teachers. Provide California Standards professional development and differentiating instruction training for all teachers grades TK – College. Provide professional development as needed for classroom management, instruction design, guided reading, and any other identified needs.</p>	<p>\$80,000 LCFF Supplemental 5210-5220 Services and Other Operating Expenditures</p>	<p>I. \$90,605.84</p>
<p>Continue to use computerized formative assessments and benchmarks to provide data for analysis to inform instructional planning for all TK-College students and provide professional development to increase staff understanding of effective data analysis, consortium, and strategies to prepare students for success. Continue to utilize NWEA MAP for Math & ELA benchmarks for grades 1st- 12th and Science for grades 6-8. MAP will be used for test administration, result reporting, and data analysis. Provide professional development training for staff on NWEA MAP use. Continue to utilize EADMS for formative assessment, i.e.: Lesson, Chapter, and Unit quizzes. EADMS will also be used for benchmark exams in all subjects except Math and ELA in grades 6-12.</p>	<p>\$70,000 LCFF Base 4100-4300 Book and Supplies</p>	<p>\$87,444.10</p>
<p>Continue to provide opportunities for students to utilize 21st Century skills. All TK – College teachers continue using grade level appropriate project grading rubrics. Continue the use of Digital Portfolios and Google classroom for students to prepare and present inquiry projects.</p>	<p>Nominal cost associated with this action. N/A N/A</p>	<p>Nominal cost associated with this action. N/A N/A</p>
<p>Continue to develop a 21st century learner in grades TK – College. Upgrade infrastructure as necessary and upgrade and repair wiring, cable, network, etc. Maintain class set of Chromebooks, headphones, and mice. Provide computer training for each student including how to use the internet, Microsoft word, Google, and CAASPP practice tests. Provide keyboarding and typing training for all students. Maintain training for teachers on how to properly instruct keyboarding. Maintain training for teachers and students on the correct usage and storage of all Chromebooks. Continue to provide Smartboard training to all staff. Implement Computer Science and Digital Art courses in High School. Provide resources need for new courses.</p>	<p>\$125,000 LCFF Base 4310 Technology Supplies</p>	<p>I. \$159,150.26</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue the use of digital programs and monitor success. Continue Achieve 3000 for grades 2-12, Smarty Ants-K-1, Revision Assistant for grades 6 -12, Raz-Kids for grades TK-5, Think Central for grades TK-5, My HMH for grades 6-8 and Odysseyware for grades 9-12. Purchase additional equipment as needed for Digital Media, and Yearbook such as additional cameras, teleprompter, SD cards, and corresponding equipment for cameras.</p>	<p>\$60,000 LCFF Base 4100-4300 Books and Supplies</p>	<p>\$ 66,765.00</p>
<p>Continue to develop a partnership with Mount San Jacinto College to provide additional exploratory elective college and career courses. Research additional facilities for inquiry based projects to increase college and career readiness through club activities. Expand MSJC program for industrial arts and college/career courses for 11th-12th grade students. Create college to career readiness activities. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's Early College Program (dual enrollment).</p>	<p>\$45,000 LCFF Base 4100-4300 Books and Supplies</p>	<p>\$60,971.00</p>
<p>Students will receive on going guidance regarding graduation requirements and college and career readiness specific to the unique educational needs of each subpopulation. Counselors, English teachers, and math teachers will review and utilize the EAP results to determine preparation for college. Provide additional individualized guidance for college and career pathways for students</p>	<p>\$260,000 LCFF Base 1100-1900 Certificated Salaries</p>	<p>\$269,836.62</p>
<p>SJVA will develop master schedules to maximize opportunities for students to take a broad course of study and reduce conflicts which might force a student to choose between classes. Provide students access to new courses through rotational schedules. Provide flexibility through digital learning. Continue to build access to accelerated/challenge programs. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's IB Diploma program and AP courses. Continue to increase access to IB and AP courses. Provide resources and staffing for IB and AP courses. Provide professional development and IB trainings for all IB teachers. Provide professional development and AP trainings for all AP teachers.</p>	<p>I. \$ 7,000 II. \$60,000 LCFF Base I. 4100-4300 Books and Supplies II. 5210- 5220 Services and Other Operating Expenditures</p>	<p>I. \$9,523.43 II. \$54,363.52</p>

Goal Analysis

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

Many of the funds that were budgeted for actions/services that were not implemented were used to further support students, families, teachers, and staff through various ways. These consisted of increased professional development to help adjust to online and distance learning, additional online resources and tools to support distance learning instruction, additional technology devices for access to online classes and internet connectivity, additional staff for academic, emotional, and social student support and additional supplies for safety and sanitation.

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

SJVA successful in provided all students and staff with up-to-date state adopted curriculum and supplies. SJVA continued to successfully implement the NWEA MAP assessments and regularly analyzed the data for students' strengths and areas of opportunity. SJVA was successful in hiring and maintaining fully credentialed staff and provided support for first- and second-year teachers through Riverside County's Center for Teacher Innovation program. SJVA was successful in become a fully authorized Primary Years Programme school and continued to provide students with a rigorous and robust International Baccalaureate Diploma Programme. SJVA was successful in continuing to identify and hold Student Success Team (SST) meeting develop a plan and strategies to help all student be successful. SJVA continued to provide all students with the necessary pieces of technology for them to be successful as 21st century learners. SJVA students continued to have the opportunity to take a variety of course from the International Baccalaureate Programme, Advanced Placement course, Visual and Performing Arts Academy, Aviation Academy, and college course through the Dual / Concurrent Enrollment program at MSJC. The challenges that arose in implementing these actions and services were the result of the COVID-19 shut down. From the middle of March to the end of the school year, SJVA transitions to online learning and continued to maintain student learning and engagement as a top priority, require students to attend online class and complete assignment in a modified approach.

Goal 3

Response to Intervention - SJVA will utilize the Response to intervention (RTI) model to best support the diverse needs of identified students (remediation, grade level, acceleration) in fostering academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:

6
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase score to move towards level 3 All Student: 15 points SWD: 15 points EL: 15 points	Due to COVID-19 the CAASPP was suspended therefore no data is available to report on.
Increase score to move towards level 3 All Student: 15 points SWD: 15 points	Due to COVID-19 the CAASPP was suspended therefore no data is available to report on.
Increase % of students proficient or above. Reading: Increase to 70% Language Usage: Increase to 75% Math: Increase to 70%	Due to COVID-19 school closure there is no data is available to report on.
EL Progress Indicator: Increase 10% resulting in Very High Status (Blue) Re-classification: Increase to 45%	Due to COVID-19 school closure there is no data is available to report on.
80% of English Learners will make progress towards English proficiency as measured by ELPAC.	Due to COVID-19 the ELPAC was suspended therefore no data is available to report on.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue small group intervention (AIM Program) as a “push-in” program. Continue middle and high school 7th period enrichment to meet student needs. Hire additional EL support teachers to work with students in general education classes, small group intervention and after school tutoring. During weekly and/or daily grade level/subject area planning sessions, ELL student progress is reviewed, data analyzed, and actions put in place to address trends and concerns. Provide ELD professional development for all teachers. Provide training for ELPAC process and EL reclassification process. Schedule (Aug./Sept.) annual EL strategy conferences for all EL students (in addition to regularly scheduled progress conferences) to review performance levels from ELPAC assessment, set goals, and plan instructional supports. Utilize all above listed resources, SST, AIM and RTI enrichment/intervention, as well as online educational resources, such as Think Central, Achieve 3000, Raz-kids and Prodigy and Kahn Academy to target EL and SED students. Continue to provide weekly afterschool enrichment STEAM activities program at the Kindergarten site, as well as weekly intervention programs during the school day. o Acceleration, remediation, and grade level support is provided.</p>	<p>I. \$211,000 II. \$ 55,000 III. \$ 29,000 IV. \$ 41,000 LCFF Base I. 1100-1900 Certificated Salaries II. 2100-2900 Non-certificated Salaries III. 4100-4300 Books and Supplies IV. 5210-5220 Services and Other Operating Expenses</p>	<p>I. \$279,443.86 II. \$98,061.50 III. \$27,949.20 IV. \$45,302.93</p>
<p>Continue to develop and implement summer school programs for enrichment, intervention, and remediation based on identified needs. Hire qualified teachers and staff for summer school classes. Provide supplies and necessary materials for all summer school classes.</p>	<p>I. \$45,000 II. \$14,000 LCFF Supplemental I. 1100-1900 Certificated Salaries II. 4100-4300 Books and Supplies</p>	<p>I. \$0 - No Summer school for 2019/2020 due to COVID-19 II. \$0 - No Summer school for 2019/2020 due to COVID-19</p>
<p>Provide course access and credit recovery options through online learning programs. Continue use of Odysseyware, and other applicable programs.</p>	<p>\$42,000 LCFF 4100-4300 Books and Supplies</p>	<p>\$34,949.20</p>

Goal Analysis

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

Many of the funds that were budgeted for actions/services that were not implemented were used to further support students, families, teachers, and staff through various ways. These consisted of increased professional development to help adjust to online and distance learning, additional online resources, and tools to support distance learning instruction, additional technology devices for access to online classes and internet connectivity, additional staff for academic, emotional, and social student support and additional supplies for safety and sanitation.

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

For the 2019-2020 school year academic support through the implementation of push-in support and after school enrichment at both the elementary and secondary level was successful in providing student with the additional academic instruction to help all student be successful. SJVA also had great success with the implementation of the English Language Coordinators regularly holding meetings with parents, working alongside students, and providing teachers with instructional strategies to ensure that all EL students are successful. SJVA's challenge this year in providing summer programs stemmed from the COVID-19 school closure. In its place, teachers provided students with additional resources and activities that could be complete at home to help address areas of growth and extend their learning.

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
To ensure the campus is cleaned thoroughly, additional cleaning and sanitation supplies were purchased and are utilized daily to clean and sanitize all rooms, restrooms, and offices on campus. Safety measures recommended by the CDC are in place.	75,000	76,816.38	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Outside contractors were hired and scheduled on a weekly and/or daily rotation to clean and sanitize all buildings on the campus. This is in addition to our regularly scheduled cleaning program. Our own staff clean and disinfect throughout the day using approved cleaning products. On a weekly basis, an outside contractor was hired to provide Electrostatic Disinfection and Biohazard cleanup. This microfilm kills the COVID-19 for up to 7 days. All rooms, offices, and restrooms are cleaned using this high-tech process. Every evening, an outside contracted cleaning company cleans and sanitizes all rooms, restrooms, and offices using approved cleaning products.	25,000	57,755.75	N
Additional Certificated staff and support staff have been hired to provide academic intervention and support, as well as allow for the reduction of class sizes. Reducing class sizes will make social distancing possible and provides essential teaching opportunities to address the learning gap created when the school transitioned to an online model in Spring of 2020.	500,000	450,356.75	Y
Academic tutors, instructional aides, and English learner tutors have been implemented to provide additional academic support and intervention during the instructional day and in afternoon academic sessions for English language learners and students identified as underperforming in core subject areas based on local and state assessments.	110,000	359,488.02	Y

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.

The major difference between the budgeted and what was actually spent was in the area of cleaning/sanitation and academic support and intervention for students. The amount of need for both of these areas was much greater than expected.

Analysis of In-Person Instructional Offerings

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

The success of implementing our hybrid program at SJVA is a result of the staff's overwhelming excitement and joy to be with their students in-person and learning together. At the same time, students were also excited to be back in the classroom, interacting with the peers and teachers, and receiving quality instruction in-person. SJVA staff was prepared to meet the needs of all students receiving in-person instruction while adhering to the guidelines put forth by the state and county. The challenges that resulted from in-person instruction centered around the logistics of scheduling, cleaning schedules, and adapting to have cohorts of students that are in-person and online.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Academic tutors, instructional aides, and English learner tutors have been implemented to provide additional academic support and intervention during the instructional day and in afternoon academic sessions for English language learners and students identified as underperforming in core subject areas based on local and state assessments.	110,000	121,611.80	Y
Technology – iPads, Chromebooks, and Mifi devices for 100% access to technology provided to all students and staff. This investment helps to ensure all students have access to technology during the distance learning instructional model, thus providing equal access for all students.	240,000	217,211.24	Y
All students and staff have access to the necessary instructional materials, resources, and training for effective distance learning instruction and support.	90,000	115,555.77	Y

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.

Overall for this focus area there were no substantive difference between the planned actions and/or budget expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was a greater need for academic tutors and the associated resources need for the implementation while not as much resources were needed than budget for technology resources.

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.

Continuity of Instruction - SJVA experienced many successes in the continuity of instruction. SJVA staff, students, and parents responded promptly and positively to attending class online through zoom, utilizing Google Classroom, and many other online platforms to continue with their learning during this time. The challenges that were presented stemmed from the amount of adaptation and change necessary to optimize the delivery of instruction in such a short period of time.

Access to Devices and Connectivity - SJVA was able to quickly and effectively assess students' access to devices and connectivity and provide them with the necessary technology to continue with their learning during this time. The challenges stemmed from logistically identifying, acquiring, preparing, and distributing the devices to all the students. While this was a challenge for our IT department, it was completed effectively and in a timely manner.

Pupil Participation and Progress - SJVA continues to have a very high attendance and participation rate for our distance program. Although SJVA had great success in this area, it did not come without challenges. The success required the diligent work of teachers and staff to monitor student progress, provide routine intervention for students, and hold Student Success Team (SST) meetings to establish action plans, which ensure all students are engaged and progressing towards meeting academic goals.

Distance Learning Professional Development - Prior to the start of the school year, staff completed the following trainings: CPR, First Aid, Child Abuse California AB1432 Mandated Reporter Training (ASCIP), COVID-19 Training Bloodborne Pathogen Training for Schools ASCIP, COVID-19 Plan, Prepare, and Respond (Educational Institutions) (GCN), COVID-19 Video: How to Wear a Mask (OSHA) (GCN), COVID-19 Video: Proper Handwashing (CDC) (GCN), and COVID-19 Workplace Guidelines (GCN). To best support students during Distance Learning, SJVA purchased Raz Kids and ESGI. Both of these programs allow teachers to digitally assess each student, receive real-time data, review data reports generated after assessments are complete, and plan for instruction based on results received. To support and guide online lesson design, Seesaw and Nearpod were purchased and access provided to elementary, middle, and high school staff. Both lesson design programs allow for the development of interactive lessons, videos, and formative assessments. They are designed for distance learning, hybrid, and school-based settings, which created a seamless transition when students returned to in-person learning while also maintaining continuity for those who remained online. Laptops with camera access and document cameras were issued to all faculty members to record their lessons for students to view outside of the scheduled class sessions. In addition, faculty are provided classroom access to utilize SMART boards to instruct, model, and record each lesson for students to watch during a live Zoom feed, or to replay at any time.

Technology support is available to teachers remotely via a Zoom feed, on campus support, email for questions/concerns, phone calls to IT, or texting support needs to IT.

Staff Roles and Responsibilities - Overall, the staff roles and responsibilities have remained the same. The training, coordination, and implementation of sanitation measures for the campus has been delegated to Safety and Security personnel. This department now has oversight for research related to best sanitation practices and to ensure that safety protocol is followed by all staff, students, and visitors to campus. In addition, the school's Health Department works closely with Riverside County Department of Health in the testing of students and staff for COVID-19 and any cases that may occur while on campus. Overall this has been a successful transition, even with the frequent updates to changing regulations and guidances. Our staff have diligently sought out information to ensure we are a safe school environment for all stakeholders.

Support for Pupils with Unique Needs - Throughout the distance learning time students identified with unique needs continued to receive support from teachers and academic tutors during the instructional day and in the afternoon sessions. Tutors and instructional aides are assigned to students for academic intervention and support. English language learner tutors are available during the instructional day and in the afternoon sessions for support with homework, to provide intervention, and to support English language development. SJVA's counseling department and Dean of Administration serve to identify, contact, and monitor pupils in foster care and those experiencing homelessness to provide the necessary resources and support for academic and social/emotional development.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students and staff have the necessary instructional curriculum, materials, and resources for students and staff to maximize instruction.	30,000	24,386.79	Y
All staff and students have the necessary academic assessment tools such as MAP, EADMS, curriculum-based assessments, to identify and monitor student learning and achievement	50,000	92,921.77	Y
Academic tutors, aides, and credentialed teachers are providing academic support and intervention throughout the school day and during afternoon enrichment sessions.	250,000	359,488.02	Y

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

There was a greater need for online resources, instructional tools, and digital assessments than originally planned for. There was also a greater need for highly qualified teachers and tutors to support the online learning and interventions.

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.

It is inevitable that pupil learning loss has taken place due to COVID-19 and the associated shutdown of school and changes to instruction. From the very beginning of the COVID-19 closure, SJVA was proactive in addressing student learning opportunities. On Friday March 13th, SJVA held a staff meeting and the decision was made to implement the first phase of distance learning. The first phase of distance learning consisted of teachers developing and providing learning opportunities for all students that would include reviewing content that had already been taught using current published curriculum. Within the first week, SJVA continued to utilize Google Classroom and other Google Suite applications, while quickly implementing Zoom video conferencing to provide weekly assignments, lessons, and enhance the learning experience for students, parents, and staff. SJVA's meal program continued to provide service to students and families throughout each week. SJVA's Informational Technology department provided resources and Chromebooks to ensure all students had access to the distance learning platform. Furthermore, in compliance with the high school graduation requirements, Seniors were provided with access to Odysseyware's A-G approved Economics course to complete for high school credit. To ensure student success in our Economics course, students were offered additional support from Economics teachers and our Response to Intervention team. On April 20th, phase two of distance learning was implemented and faculty transitioned from teaching review material only to the instruction of new concepts, required assignments, and entering those assignments into the Aeries Gradebook for Triad 6. Phase two also included the addition of Core Specials classes and instructional support from classroom aides for all primary students. Teachers and tutors provided weekly instructional sessions and student office hours to assist students with the completion of assignments and to continue their learning. San Jacinto Unified continued to provide services to the Special Education population. SJVA cares for the well-being and continued development of each student, therefore, providing a continuation of learning will help minimize achievement gaps, keep students engaged, continue students on the path for graduation, and prepare for great achievements in the school year to come!

Throughout the 2020-2021 school year, SJVA continued to address student learning loss by monitoring multiple data sources and providing interventions accordingly. Elementary students are assessed using our adopted curriculum assessments and online assessments (Raz Kids Plus, ESGI, Thinkcentral) via one-on-one Zoom sessions beginning August 10th and ending August 21st. Results are analyzed electronically, and students are placed in small groups for instruction and support based on results. Students are assessed for current reading level, math skills, ELA skills, and writing placement. Teachers

are working with grade level staff from the grade level below and grade level above to plan for differentiated instruction and to close achievement gaps for all students. Middle and high school staff have analyzed the most recent state testing and adopted curriculum online assessments (MAP/EADMS), as well as, current student progress/grades in each class to identify student learning needs and provide them with intervention, remediation, and enrichment during the main instructional block and the afternoon sessions. The afternoon sessions provide an opportunity to work in small groups with teachers and tutors to receive additional instruction and academic support to address learning loss.

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.

San Jacinto Valley Academy is a public charter school which values our close relationships with students, staff, families and our community. The life changes and stresses of COVID 19 throughout the 2020-21 school year have without question had a major impact on student social emotional well-being. Counseling services continued for those students previously receiving services and new referrals were reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources have been made available to students and families through the school counselors and if needed, referrals were made to community resources.

Counselors experienced an increased number of referrals for students experiencing anxiety, depression, disruptive behavior problems, grief, and suicidal symptoms. It was challenging to address and support the needs of students via an online platform. Many students and families were unengaged during the school year, making it difficult to provide needed support. Through the ongoing efforts made by Counselors via telephone, email, mail, online platforms and in person meetings, we were able to obtain an increase in communication, engagement, and rapport with students and families.

Counselors were successful in supporting students' and families' social emotional needs, conducting wellness checks with remote counseling via online platforms. Counselors have prioritized our students' social emotional well-being by delivering numerous social emotional lessons and supports to students at all grade levels. Counselors developed small groups to empower students with tools to overcome emotional hardships, build connectedness, and promote social emotional learning.

Counselors provided wellness workshops to students and parents to promote understanding of different wellness topics for students. These wellness topics include things like healthy coping skills, understanding emotions, mindfulness, maintaining relationships, and much more. Students were introduced to these topics and allowed time to process and reflect on how they can use wellness skills to cope with difficult emotions or experiences.

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.

Through our ongoing commitment to our Learning Partnership Agreement, staff have maintained a high level of pupil and family engagement via email, School Messenger, school website, newsletters from various departments, and other social media platforms. When challenges arise, such as students not attending online sessions, we utilize multiple modes of communication to contact the parents: phone calls, text messages, emails, and letters home. In addition, we hold Student Study Team (SST) meetings to develop action plans which ensure all students are actively engaged in their learning. SJVA staff recognize the importance of attendance for all students. Attendance data is recorded daily, and absent students are contacted by the teacher and school office personnel to assess why the student is absent and to determine how they can remain actively engaged in their own learning. If attendance for a student remains a concern after the first contact with the family, staff schedule a virtual meeting to develop a plan of support utilizing the Student Study Team (SST) process. At this time, concerns from the student, parent/guardians, and staff are documented and a plan of support for the student is created. The classroom teacher(s) will set a follow-up meeting within 4-6 weeks to assess the effectiveness of the plan developed by all in attendance at the first meeting. Upon parent/guardian request, all materials may be translated prior to sending home and a translator may be provided for all scheduled meetings.

Analysis of School Nutrition

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

Overall, the 2020-2021 school nutrition program was a success. Each and everyday students were provided with a healthy and nutritious meal for the day. SJVA continued to offer a breakfast meal plans for students in Transitional Kindergarten through twelfth grade. The challenging component of the nutrition program arose when COVID-19 resulted in the closure of the school. SJVA quickly adapted to the challenge and was able to develop a system that would allow for parents to pick up their allotted meals for the week on certain days. This ensured that students still had access to a daily nutritious meal through SJVA's meal program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
NA	Additional elective courses offerings provided for middle school students to choose from during the main instructional session or afternoon sessions – Art, Aviation, Additional Music and Choir options, Musical Theater, Computer Science, Robotics	250,000	331,530.0	N
Mental Health and Social and Emotional Well-Being	Counseling department is holding zoom sessions twice a day every day of the week to be available for parents and students for social and emotional support and provide information on how to receive additional academic support.	200,000	223,315.2	N

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

More opportunity was provided than originally planned to continue offering and providing students with electives and enrichment opportunities. In addition, more resources were needed to help address and support students' mental and social health.

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 2020-2021 school year has helped to inform the development of the actions for the 2021-2024 Local Control and Accountability plan in a couple different ways. First, it has influenced the way in which technology is implemented to not only reach students but also to enrich and extend their learning through many modes of instruction. Second, the 2020-2021 school has shown the importance and necessity of effective and timely communication to all stakeholders. Third, this passed year has helped to confirm the necessity for multiple layers of intervention and support to help meet the needs of all student to ensure their social, emotional, and acadmic support. Last, the 2020-2021 school year has further informed the need to provide students with multiple educational pathways ensuring that all students are college and career ready upon graduation from high school.

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

SJVA will continue to monitor and address pupil learning loss through multiple avenues. Elementary students will continue to be assessed using our adopted curriculum assessments and online assessments (Raz Kids Plus, ESGI, Thinkcentral) via one-on-one Zoom sessions beginning August 10th and ending August 21st. Results are analyzed electronically, and students are placed in small groups for instruction and support based on results. Students will be assessed for current reading level, math skills, ELA skills, and writing placement. Teachers will continue to work with grade level staff below and above to plan for differentiated instruction and to close achievement gaps for all students. Middle and high school will continue to utilize the most recent State testing and adopted curriculum assessments online assessment (MAP/EADMS), and current student progress/grades in each class to identify student learning needs and provide them with intervention, remediation, and enrichment during the main instructional block and the afternoon sessions. The afternoon sessions provide an optimal opportunity to work in small groups with teachers and tutors to receive additional instruction and academic support to address learning loss.

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.

Much more opportunities and resources were needed than originally planned to help support students in their academic, social, and emotional growth and well being during this school year. This led to increased funds and resources spent to help increase services to meet the needs of SJVA students.

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 outcomes in the 2019-20 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the development of the 2021-2022 through 2023-2024 LCAP in several ways. The results from the last two years have reaffirmed the importance of SJVA's three main goals: building a positive school climate, maintaining rigorous academic programs, and the expansion of student support programs to ensure success for all students. The analysis of data collected the past few years indicates the need to continue our focus of providing students with a safe, positive, and engaging learning environment that fosters growth and achievement academically, socially, and emotionally. SJVA's program and data analysis

also indicate the need to continue providing students with course offerings that are rigorous, challenging, and help prepare students for college and careers. In order to meet the college and career preparedness goal, we have placed a continued emphasis on the support of the following programs: International Baccalaureate Primary Years Programme, International Baccalaureate Diploma Programme, Visual and Performing Arts Academy, Career Technical Education - Aviation Academy, Advanced Placement course, and Dual/Concurrent Enrollment courses at Mount San Jacinto Junior College. Finally, the results from the last few years have also indicated the need to continue offering various means of academic, emotional, and social support for all students. Providing additional support through enrichment, intervention, and various support groups helps to ensure that all students are successful.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jacinto Valley Academy	Paul Huynh President	phuynh@sjacademy.org 9516546113

Plan Summary 2021-24

General Information

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

San Jacinto Valley Academy (SJVA) is a public charter school serving students in Transitional Kindergarten through 12th Grade. Established in 1997, the school draws students from throughout the San Jacinto Valley including San Jacinto, Hemet, and surrounding communities. SJVA has consistently received full accreditation from the Western Association of School and Colleges (WASC: an official academic body responsible for the accreditation of public and private universities, colleges, secondary and elementary schools in California) and was granted a six year accreditation status in May 2018. In 2009, SJVA was the first high school in the San Jacinto Valley to be authorized to provide the International Baccalaureate (IB) Diploma Programme (DP) to eleventh and twelfth grade students. In 2019, SJVA became the first school in the San Jacinto Valley to become an International Baccalaureate Primary Years Programme (IB PYP) for Transitional Kindergarten through fifth grade students. In addition, SJVA provides students with high quality and robust academic pathways in the Visual and Performing Arts and Career Technical Education - Aviation. SJVA provides a rigorous California Common Core State Standards-based program, using the inquiry model for instructional practices. It is the belief of all stakeholders that the inquiry model provides SJVA students with a unique opportunity to be actively involved and motivated to learn, by pursuing their own interests within their respective standards-based content areas. As a college prep school, SJVA provides high school students with the necessary classes to fulfill California State University (CSU) and University of California (UC) college application requirements. SJVA's organizational structure is built on a shared responsibility model of leadership that is ingrained in our school culture. Our leadership team is composed of administration, certificated staff members representing all disciplines, and representative support staff. At SJVA, collaboration is an integral component in all aspects of our program. Through this process of

collaboration, SJVA engages in a continuous cycle of ongoing improvement that addresses the learning needs and overall well-being of all our students. SJVA understands that parent involvement is an essential component of student success and we have developed our own unique Learning Partnership Agreement (LPA) to foster parent participation. The LPA outlines the responsibilities of parents, students, and teachers to ensure student success, and is signed by all parties. Our goal is to develop self-motivated lifelong learners who are able to attain a high level of achievement and thus, become college and career ready.

Reflections: Successes

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

California School Dashboard Indicators

Graduation Rate

San Jacinto Valley Academy takes pride in achieving a graduation rate of 100% with every one of our graduates meeting all AG University of California / California State course requirements.

Chronic Absenteeism

San Jacinto Valley Academy achieved a low chronic absenteeism rate of 0.9%. This is great contributed to SJVA's established culture and emphasis on the Learning Partnership Agreement between students, staff, and parents.

English Language Arts - California School Dashboard

General Population - ELA

All students increased 8.2 points from Spring 2017 to Spring 2018 and 12.4 points from Spring 2018 to Spring 2019 raising to positive 7.8 points distance from zero. The CAASPP was suspended in Spring 2020 due to COVID-19. In Spring 2017, SJVA's student population scored a level of 2 out 5 Orange on the California School Dashboard. As of Spring 2019, SJVA's student population is at a level 4 out 5 Green for their growth and achievement in English Language Arts

English Language Learners Student Group - ELA

English Language learners increased 3.7 points from Spring 2017 to Spring 2018 and 22.4 points from Spring 2018 to Spring 2019. This amounts to an average growth of 13.05 points over the last two assessment years. In Spring 2017, this student group scored a level of 2 out 5 Orange on the California School Dashboard. As of Spring 2020 this student group is at a level 3 out 5 Yellow for their growth and achievement in English Language Arts

Socioeconomically Disadvantaged Student Group - ELA

Socioeconomically Disadvantaged students increased 9.9 points from Spring 2017 to Spring 2018 and 14.5 points from Spring 2018 to Spring 2019. This amounts to an average growth of 12.2 points over

the last two assessment years. In Spring 2017, this student group scored a level of 2 out 5 Orange on the California School Dashboard. As of Spring 2020 this student group is at a level 4 out 5 Green for their growth and achievement in English Language Arts

Special Education Student Group - ELA

Special Education students decreased 12.5 points from Spring 2017 to Spring 2018 and increased 20 points from Spring 2018 to Spring 2019.

Hispanic Student Group - ELA

Hispanic students increased 10.6 points from Spring 2017 to Spring 2018 and increased 11.5 points from Spring 2018 to Spring 2019. This amounts to an average growth of 11.05 points over the last two assessment years. In Spring 2017, this student group scored a level of 2 out 5 Orange on the California School Dashboard. As of Spring 2020 this student group is at a level 4 out 5 Green for their growth and achievement in English Language Arts

African American Student Group

African American Student Group - ELA

African American students increased 5.4 points from Spring 2017 to Spring 2018 and increased 25.6 points from Spring 2018 to Spring 2019. This amounts to an average growth of 15.5 points over the last two assessment years. In Spring 2017, this student group scored a level of 2 out 5 Orange on the California School Dashboard. As of Spring 2020 this student group is at a level 4 out 5 Green for their growth and achievement in English Language Arts

White Student Group

White Student Group - ELA

White students increased 3.6 points from Spring 2017 to Spring 2018 and increased 12.7 points from Spring 2018 to Spring 2019. This amounts to an average growth of 8.15 points over the last two assessment years. In Spring 2017, this student group scored a level of 3 out 5 Yellow on the California School Dashboard. As of Spring 2020 this student group is at a level 4 out 5 Green for their growth and achievement in English Language Arts

Asian Student Group

Asian Student Group - ELA

Asian students increased 0.2 points from Spring 2017 to Spring 2018 and increased 34.2 points from Spring 2018 to Spring 2019. This amounts to an average growth of 17.2 points over the last two assessment years. Thus, student group has observed significant growth and achievement. Due to the size of the student population no performance level is provided by the California School Dashboard.

California Assessment of Student Performance and Progress - Mathematics

Overall Student Population - Mathematics

All students increased 1.7 points from Spring 2017 to Spring 2018 and 5.9 points from Spring 2018 to Spring 2019. The CAASPP was suspended in Spring 2020 due to COVID-19. In Spring 2017, SJVA's student population scored a level of 2 out 5 Orange on the California School Dashboard. As of Spring 2019, SJVA student population is at a level 4 out 5 Green for their growth and achievement in mathematics.

English Language Learners Student Group

English Language Learners increased 0.8 points from Spring 2017 to Spring 2018 and 9.4 points from Spring 2018 to Spring 2019. This amounts to an average growth of 5.1 points over the last two assessment years. In Spring 2017, this student group scored a level of 2 out of 5 Orange on the California School Dashboard. As of Spring 2019 this student group is at a level 3 out of 5 Yellow for their growth and achievement in mathematics.

Socioeconomically Disadvantaged Student Group

Socioeconomically Disadvantaged students increased 2.2 points from Spring 2017 to Spring 2018 and 5.9 points from Spring 2018 to Spring 2019. This amounts to an average growth of 4.05 points over the last two assessment years.

Hispanic Student Group

Hispanic students increased 0.4 points from Spring 2017 to Spring 2018 and 4.3 points from Spring 2018 to Spring 2019. This amounts to an average growth of 2.35 points over the last two assessment years. In Spring 2017, this student group scored a level of 2 out of 5 Orange on the California School Dashboard. As of Spring 2019 this student group increased to a level 3 out of 5 Yellow for their growth and achievement in mathematics.

African American Student Group

African American students increased 7.6 points from Spring 2017 to Spring 2018 and 26.8 points from Spring 2018 to Spring 2019. This amounts to an average growth of 17.2 points over the last two assessment years. In Spring 2017, this student group scored a level of 2 out of 5 Orange on the California School Dashboard. As of Spring 2019 this student group increased to a level 4 out of 5 Green for their growth and achievement in mathematics.

Asian Student Group

Asian students increased 4.6 points from Spring 2017 to Spring 2018 and 20.1 points from Spring 2018 to Spring 2019. This amounts to an average growth of 12.35 points over the last two assessment years. This student group has observed significant growth and achievement. Due to the size of the student population no performance level is provided by the California School Dashboard.

Reflections: Identified Need

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

Mathematics

While the school overall has a strong mathematics indicator for performance and growth on the California School Dashboard, the Special Education population performance has been identified as an

area of growth opportunity.

San Jacinto Valley Academy will address these needs through grade level and subject area analysis of SBAC results, local benchmarks, and other assessments. Teaching staff from San Jacinto Valley Academy and San Jacinto Unified will use the data driven results to guide instruction and support. SJVA plans on using educational technology such as Khan Academy, and State Adopted curriculum resources to focus on foundational math skills to enhance and differentiate instruction. SJVA will further develop intervention and enrichment opportunities to support academic achievement. In addition, SJVA will ensure alignment between instruction, local assessment, and global assessments.

LCAP Highlights

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

San Jacinto Valley Academy's Local Control and Accountability Plan (LCAP) focuses on three goals that address a positive and safe school culture and climate, robust and rigorous academic programs and pathways, and extensive supports to help all students develop and achieve at the highest level.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable for San Jacinto Valley Academy

Support for Identified Schools

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

Not applicable for San Jacinto Valley Academy

Monitoring and Evaluating Effectiveness

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

Not applicable for San Jacinto Valley Academy

Stakeholder Engagement

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

San Jacinto Valley Academy has sought stakeholder engagement and input from various sources. SJVA has received input on the formation of the LCAP from SJVA's School Site Council (SSC), School Advisory Committee (SAC), and Parent Advisory Committee (PAC). These committees consist of both elected and volunteer students, parents, teachers, and staff. These committee meetings are also open meetings and all stakeholders from the school and local community are welcomed to attend. Furthermore, SJVA has utilized the School Leadership Team (SLT) to review and finalize the LCAP. The School Leadership Team consists of administration, deans, learning community coordinators, grade level teacher leads, and staff lead from counseling, front office, business, supervision, and maintenance departments. The final step in SJVA's collaboration process and development of the LCAP is to present and receive feedback and input from the school governing board during a regular schedule meeting and upon their recommendation the LCAP is approved.

A summary of the feedback provided by specific stakeholder groups.

In summary of the feedback from stakeholders, it was determined that the goals and many of the actions that San Jacinto Valley Academy has put in place remains a top priority and agreed upon course of action for the upcoming LCAP. In addition, a common theme arose among the stakeholders to continue to provide enrichment and intervention supports for students both during school and through the summer in response to the COVID-19 shutdown and likely achievement gaps as a result of school closure and distance learning. In addition, stakeholders voiced support for continued development in college and career exploration and preparation. Last, stakeholders provide feedback on the importance of continued focus on creating a positive and supportive school culture and climate through positive student interaction between peers and staff.

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

As a result of specific stakeholder input, San Jacinto Valley Academy's LCAP includes action items within its three goals that specifically focus on providing enrichment and academic support during the school year (during and after school hours), scheduled school breaks, and during the summer season. In addition, stakeholder input influenced the continuation and further development of the Career Technical Education pathways, Visual and Performing Arts, International Baccalaureate Diploma and Primary Years Program, college readiness and career pathway exposure and awareness.

Goals and Actions

Goals

Goal #	Description
Goal 1	Culture and Climate SJVA will utilize the Learning Partnership Agreement to provide a positive school climate consisting of a safe, healthy, inviting, and engaging environment to promote optimum success for students, parents, and staff.

An explanation of why the LEA has developed this goal.

Continue attendance and participation, communication between home and school, access to extracurricular activities and opportunities, increase in student engagement, reduction in student suspension, ongoing maintenance and facility upkeep and updating.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

SARC report facilities	SARC Report: Facilities 100% compliant	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain compliance
Attendance rates	99%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain
Chronic absenteeism rates	3.7% (2019 Data)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease 1%
Suspension and expulsion rates	3% (2019 Data)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease 1%
Dropout rates	0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain
Student access to on campus visual and performing arts program.	100% access to all TK-12th grade students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain
Student access to middle and high school sports programs	100% access to all 6-12th grade students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain

Actions

Action #	Title	Description	Total Funds	Contributin
----------	-------	-------------	-------------	-------------

Action #	Title	Description	Total Funds	Contributin
Action #1	Site and Local Events to Support Inquiry Based Learning	Action 1.1.A. Provide resources and transportation for site and local events to support and encourage positive school culture and climate. Participation in multicultural events.	\$80,000.00	No
Action #2	Student and Teacher Led Conferences	Action 1.2.A. Bi-annual student and teacher led conferences. Students become integral part of conferences and goal setting. Parents help identify strengths and areas needing improvement with their child. Provide translation as needed at all parent conferences.	\$0.00	No
Action #3	Stakeholder Surveys	Action 1.3.A Parent, student, staff and community surveys to improve programs and include stakeholders in the decision making process. Survey results are used to build a positive culture and climate at SJVA.	\$5,000.00	No
Action #4	Communications	Action 1.4.A Provide timely, effective, and accurate communications to all stakeholders via our school website, bi-monthly newsletters, School Messenger, Wolf Pack Report, and school event calendar. All documents being sent home shall be translated into Spanish.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contribution
Action #5	English Language Advisory Committee	Action 1.5.A. Resources to designated EL students and their families and hold parent trainings in Spanish to build student success. Hold multiple ELAC meetings each year to 1) Consult with parents regarding academic services provided to English learners 2) Advise in the development and implementation of the school site plan for services and programs for English learners 3) Review the school's language census report and academic achievement results when developing the school's plan for English learner services and programs.4) Help make parents aware of the importance of regular school attendance. Send all correspondence to families in English and Spanish -Provide translation at all parent conferences, meetings, and school functions as needed.	\$4,000.00	Yes
Action #6	Technology Resources	Action 1.7.A Technology resources utilized to support, monitor, and maintain a positive and safe school culture and climate.	\$200,000.00	No
Action #7	School Nutrition Lunch Program	Action 1.8.A Nutrition – School Wellness Policy A.)Provide healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. B) All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. C) Promote hydration, free, safe, unflavored drinking water will be available to all	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributin
		<p>students throughout the school day and throughout every school campus. D) The SFA is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. E) Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. F) The SFA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that: Is designed to provide students with the knowledge and skills necessary to promote and protect their health; Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities; Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods; Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise); Include nutrition education training for teachers and other staff. G) Committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.</p>		

Action #	Title	Description	Total Funds	Contributin
Action #8	Student Physical Wellness	<p>Action 1.9.A Physical Activity – School Wellness Policy A) provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. B) Outdoor recess will be offered when weather is feasible for outdoor play.</p> <p>Action 1.10.A Other Activities that Promote Student Wellness – School Wellness Policy A) coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, and optimal development.</p>	\$100,000.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Academic Achievement - Students will receive high quality, well rounded, inquiry based instruction, utilizing state adopted curriculum and materials to foster high academic achievement and prepare them for success in College and/or Career choices.

An explanation of why the LEA has developed this goal.

Mathematics – SBAC results growth from year to year, English language arts – SBAC results growth from year to year. Special Education populations SBAC results and growth, English Language Learner reclassification.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3rd 8th grade SBAC English Language Arts	Spring assessment 2019 7.8 points above standard Increased 12.4 points Level Green (4/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 10 points from 2019 assessment

3rd 8th grade SBAC mathematics	Spring assessment 2019 - 22.9 points below standard Increased 5.9 points Level Green (4/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 8 points from 2019 assessment
English WEA MAP – Local Indicator	Spring Assessment 2019 3rd grade: 197.5 - Nearly Met Standard 4th grade: 203 - Nearly Met Standard 5th grade: 209.1 - Nearly Met Standard 6th grade: 213.8 - Nearly Met Standard 7th grade: 215.1 - Nearly Met Standard 8th grade: 217.3 - Nearly Met Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase each score by 3 points.

Mathematics – NWEA MAP – Local Indicator	Spring Assessment 2019 3rd grade: 200.8 - Nearly Met Standard 4th grade: 210.5 - Nearly Met Standard 5th grade: 217.1 - Nearly Met Standard 6th grade: 222.7 - Nearly Met Standard 7th grade: 222.7 - Nearly Met Standard 8th grade: 229.2 - Nearly Met Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase each score by 3 points.
English Language Learner reclassification rates	23% reclassification rate from Spring 2019.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5%

Percentage of English Learners who made annual progress towards English Proficiency as measured by ELPAC.	Spring Assessment 2019, 57% making progress towards English language proficiency.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase to 60% making progress towards English language proficiency.
SARC Report – Textbooks and teacher credentialing	Instructional Materials: 100% compliance Teacher Credentialing: 100% compliance	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Instructional Materials: Maintain 100% compliance Teacher Credentialing: Maintain 100% compliance
6th-12th Grade GPA of 3.0 or higher – Local Indicator	2019-2020 School Year Middle School Average: 3.55 High School Average: 3.58	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase to a 3.60 or higher GPA.

<p>Access to International Baccalaureate individual courses and diploma programme</p>	<p>100% of 11-12th grade student have access to take individual International Baccalaureate individual courses and the diploma programme</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain 100% access for all 11-12th grade students.</p>
<p>Access to Advanced Placement courses</p>	<p>10-12th grade student have access to take Advanced Placement courses</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain 100% access for all 10-12th grade student to have access to take Advanced Placement courses</p>
<p>Access to Early College Program – Concurrent Enrollment</p>	<p>100% of all 10-12th grade students have access to concurrent enrollment</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain 100% access for all 10-12th grade students to have access to concurrent enrollment at MSJC</p>

College Prep A-G Completion Rate	100% of students graduating meeting the College Preparatory A-G requirements	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of students completing A-G requirements for graduation
Access to Student Devices: iPads, desktops, Chromebooks, headphones, mice.	100% of all students will access high quality digital resources.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of all students will access high quality digital resources.

Actions

Action #	Title	Description	Total Funds	Contributin
----------	-------	-------------	-------------	-------------

Action #	Title	Description	Total Funds	Contributin
Action #1	State Adopted and Aligned Curriculum and Resources.	<p>Action 2.1.A. Maintain current state recommended and approved instructional materials for California Standards curriculum and state alignment for all grade levels and language acquisition development for English language learners.</p> <p>Action 2.1.B. Continue to develop and implement K12 writing programs and provide teacher training to provide consistency within the writing process.</p> <p>Action 2.1.C. Continue to expand our reading program by building and expanding classroom libraries with community resources and providing online access to a digital library.</p> <p>Action 2.1.D. Renew and continue to provide professional development for NWEA Maps assessment and reporting program that is aligned with the California Standards to monitor student progress in ELA & Math for grades TK – 12.</p> <p>Action 2.1.E. Continue utilizing grade-level Deans to monitor the implementation of curriculum as it aligns to the California Standards and Smarter Balanced Assessment.</p>	\$170,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #2	Hire, Support, and Retain Highly Qualified Staff	<p>Action 2.2.A. Maintain Learning Community Coordinators (LCCs) to support Learning Communities for elementary, middle, high school.</p> <p>Action 2.2.B. Continue to hold weekly Leadership Team and grade level/subject area meetings, as well as, monthly “All Staff” meetings.</p> <p>Action 2.2.C. Hire and maintain fully credentialed teachers with appropriate credentials. Retain TK-12 Certificated staffing for educational classrooms.</p> <p>Action 2.2.D. Provide support to (CTI) Induction candidates. Continue to provide funding for CTI candidates program and coaches stipend.</p>	\$5,232,650.00	No
Action #3	Continue Implementation of the IB Diploma and Primary Years Programme	<p>Action 2.3.A Continue to implement the International Baccalaureate Diploma and Primary Years Programme for grades TK – 5 and 11-12th Grade. Continue utilizing the PYP Units of Study for grades TK – 5. Continue to provide opportunities for site visitations to other PYP campuses.</p> <p>Action 2.3.B Provide ongoing IB Diploma and PYP training for TK-5, 11-12th grade teachers, parents, office staff, and specialty teachers (librarian, special education)</p>	\$88,000.00	No

Action #	Title	Description	Total Funds	Contribution
Action #4	Student Recognition	Recognize individual, subject, and grade level achievements and student success at our monthly flag ceremony, semester honor roll assembly, or special recognition assemblies throughout the year. With additional focus on English Learners and SED students, provide awards, certificates, medals, trophies and banners to celebrate student achievement and success.	\$64,900.00	No
Action #5	Professional Development for Teachers	<p>Action 2.5.A All TK-College teachers receive appropriate and relevant professional development. Special emphasis on English language development and acquisition.</p> <p>Action 2.5.B All TK-College teachers receive training related to the following: Tiered Response to Intervention (RTI), acceleration, remediation, differentiating instruction and grade level support utilizing California Standards-based instructional materials, and English language learner development and language acquisition.</p> <p>Action 2.5.C. Provide professional development as needed for classroom management, instruction design, guided reading, English language learner strategies, and any other identified needs.</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #6	Digital Assessments	<p>Action 2.6.A Continue to use computerized formative assessments and benchmarks to provide data for analysis to inform instructional planning and intervention for all TK-12th grade students. Provide professional development to increase staff understanding of effective data analysis, consortium, and strategies to prepare students for success.</p> <p>Action 2.6.B Continue to utilize NWEA MAP assessments for Math & ELA benchmarks grades 1-12 and Science for grades 6-8. Provide professional development training for staff on NWEA MAP use.</p> <p>Action 2.6.C Continue to utilize EADMS for formative assessment, i.e.: Lesson, Chapter, and Unit quizzes. EADMS will also be used for benchmark exams in all subjects except Math and ELA in grades 6-12.</p>	\$84,000.00	No
Action #7	Opportunities for 21st Century Skill Development	<p>Action 2.7.A Continue to provide opportunities for students to utilize 21st Century skills. SJVA students have access to many digital resources for all subject areas, as well as, a digital library.</p> <p>Action 2.7.B Continue the use of Digital Portfolios and Google classroom for students to prepare and present inquiry projects.</p>	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #8	Programs and Resources for 21st Century Learner	<p>Action 2.8.A Continue to develop a 21st century learner in grades TK –12th. Upgrade infrastructure as necessary and upgrade and repair systems. Maintain class sets of Chromebooks, headphones, and other supplies.</p> <p>Action 2.8.B Implement Computer Science, Aviation, and Digital Art courses in High School. Provide resources needed for new courses.</p>	\$10,000.00	No
Action #9	Digital Resources to Support Growth and Achievement	<p>Action 2.9.A. Continue the use of digital programs and monitor success. Continue Achieve 3000 for grades 2-12, Smarty Ants grades K-1, Khan Academy for grades 2-12, Revision Assistant for grades 6 12, RazKids for grades TK-1, Think Central for grades TK-5, My HMH for grades 6-8 and Odysseyware for grades 9-12.</p>	\$70,000.00	No
Action #10	College and Career Exploration and Achievement	<p>Action 2.10.A Continued partnership with Mount San Jacinto College to provide additional exploratory elective college and career Courses. Students who meet academic eligibility criteria will have access to SJVA's Early College Program (dual enrollment).</p> <p>Action 2.10.B Further development and opportunities through Career Technical Education - Aviation and Computer Science Pathway, as well as addition pathway creation.</p> <p>Action 2.10.C Foster career exploration opportunities.</p> <p>Action 2.10.D Inquiry-based projects and after school clubs activities increase college and career readiness.</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #11	College and Career Guidance Planning	<p>Action 2.11.A Students will receive ongoing guidance regarding graduation requirements and college and career readiness. Guidance counseling is specific to the unique educational needs of each subpopulation.</p> <p>Action 2.11.B Provide additional individualized guidance for college and career pathways available to students.</p>	\$286,000.00	No
Action #12	Broad Course Offerings and Opportunities	<p>Action 2.12.A SJVA will develop master schedules to maximize opportunities for students to take a broad course of study and reduce conflicts which might force a student to choose between classes.</p> <p>Action 2.12.B Provide students access to new courses through rotational schedules. Provide flexibility through digital learning.</p> <p>Action 2.12.C. Continue to build access to accelerated/challenge programs. All 11th/12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's IB Diploma program and AP courses.</p> <p>Action 2.12.D Continue to increase access to IB and AP courses. Provide resources and staffing for IB and AP courses. Provide professional development and IB training for all IB teachers. Provide professional development and AP training for all AP teachers.</p>	\$73,700.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Response to Intervention - SJVA will utilize the Response to intervention (RTI) model to best support the diverse needs of identified students (remediation, grade level, acceleration) in fostering academic achievement.

An explanation of why the LEA has developed this goal.

Special Education, English language arts and mathematics, low performing student on SBAC level 1 on ELA and mathematics / level 1 and 2 in either combination of ELA and mathematics, and long-term English language learners.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

3rd-8th, 11th grade SBAC English Language Arts	Spring Assessment 2019 7.8 Points Above Standard Increase 12.4 Points Green (4/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 10 points from 2019 Assessment
3rd-8th, 11th grade SBAC English Language Arts - English Language Learners	Spring Assessment 2019 21.6 Points Below Standard Increase 22.4Points Yellow (3/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 10 points from 2019 Assessment
3rd-8th, 11th grade SBAC English Language Arts - Special Education	Spring Assessment 2019 66.7 Points Below Standard Increase 20 Points Yellow (3/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 22 points from 2019 Assessment

3rd-8th, 11th grade SBAC Mathematics	Spring Assessment 2019 22.9 Points Below Standard Increase 5.9 Points Green (4/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 8 points from 2019 Assessment
3rd-8th, 11th grade SBAC Mathematics - English Language Learners	Spring Assessment 2019 46.3 Points Below Standard Increase 9.4 Points Yellow (3/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 15 points from 2019 Assessment
3rd-8th, 11th grade SBAC Mathematics - Special Education	Spring Assessment 2019 106.9 Points Below Standard Decline 3.1 Points Red (1/5) CA Dashboard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 35 points from 2019 Assessment

English WEA MAP – Local Indicator	Spring Assessment 2019 3rd grade: 197.5 - Nearly Met Standard 4th grade: 203 - Nearly Met Standard 5th grade: 209.1 - Nearly Met Standard 6th grade: 213.8 - Nearly Met Standard 7th grade: 215.1 - Nearly Met Standard 8th grade: 217.3 - Nearly Met Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase each score by 3 points.
---	--	--------------------------	--------------------------	--------------------------	--

Mathematics – NWEA MAP – Local Indicator	Spring Assessment 2019 3rd grade: 200.8 - Nearly Met Standard 4th grade: 210.5 - Nearly Met Standard 5th grade: 217.1 - Nearly Met Standard 6th grade: 222.7 - Nearly Met Standard 7th grade: 222.7 - Nearly Met Standard 8th grade: 229.2 - Nearly Met Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase each score by 3 points.
EL Reclassification Rates	23% reclassification rate from Spring 2019.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5%

<p>Percentage of English Learners who made annual progress towards English Proficiency as measured by ELPAC.</p>	<p>Spring Assessment 2019 57% making progress towards English language proficiency.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase to 60% making progress towards English language proficiency.</p>
--	---	------------------------------	------------------------------	------------------------------	--

Actions

Action #	Title	Description	Total Funds	Contribution
<p>Action #1</p>	<p>English Language Learner Growth and Achievement</p>	<p>Action 3.1.A Utilize additional EL support teachers to work with students in general education classes as part of small group intervention groups and after school tutoring.</p> <p>Action 3.1.B Designate 6 staff members as English learner coordinator to monitor and support English learners and their families</p> <p>Action 3.1.C Provide training for ELPAC process and EL reclassification process. Schedule (Aug./Sept.) annual EL strategy conferences for all EL students (in addition to regularly scheduled progress conferences) to review performance levels from ELPAC assessment, set goals, and plan for instructional support needed.</p> <p>Action 3.1.D During weekly and/or daily grade level/subject area planning sessions, EL student progress is reviewed, data analyzed, and actions put in place to address trends and concerns. Provide ELD professional development for all teachers.</p>	<p>\$2,000.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contribution
Action #2	Intervention, Enrichment, and Support Special Demographics	<p>Action 3.2.A Continue small group intervention as a “pull out” and “push in” model. English Language Learner aides hired in the elementary classrooms to support students in a small-group setting.</p> <p>Action 3.2.B Continue middle and high school 7th period enrichment.</p> <p>Action 3.2.C Utilize the SST process, and RTI enrichment/intervention model, as well as, online educational resources to support EL and SED students.</p> <p>Action 3.2.D Continue to provide weekly after school enrichment (STEAM activities program) at the Kindergarten site, as well as, weekly intervention programs during the school day to best support acceleration, remediation, and grade level support models.</p>	\$362,100.00	Yes
Action #3	Summer Programs for Enrichment and Intervention	<p>Action 3.3.A Continue to develop and implement summer school programs for enrichment, intervention, and remediation based on identified needs. Hire qualified teachers and staff for summer school classes. Provide supplies and necessary materials for all summer school classes.</p>	\$64,900.00	No
Action #4	High School Credit Recovery	<p>Action 3.4.A Provide course access and credit recovery options through online learning programs. Continue use of Odysseyware, and other applicable programs.</p>	\$46,200.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
14.19%	\$1,865,299.00

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students

were considered first, and (2) how these actions are effective in meeting the goals for these students.

Action 1.5 ELAC / ELL Coordinator - English Language Learner Coordinators are designated to oversee, monitor, and help implement effective strategies to increase English language proficiency for the English Language Learner population. Two English Language Learner Coordinators were established for elementary school, two for middle school, and one for high school. The coordinators review student progress regularly and meet with students and parents to discuss the results. As we work with our English Learner (EL) population, we have determined the need to provide parents/guardians with resources to help their child at home. Coordinators utilize the English Language Advisory Committee (ELAC) and meetings to host workshops to address the many ways parents of EL students can help at home. The workshops address the following topics: strategies to help children at home, community-based resources to support academic achievement (libraries, community sports, off-campus tutoring, etc.) Our Coordinators provide training for all staff members to increase understanding of the English Language Proficiency Assessment for California (ELPAC) and English Language Development standard, and to offer effective teaching strategies for English Language Learner. The development of English Language Learner Coordinators alongside strong collaboration and implementation of classroom teachers and deans has contributed to the significant increase in SJVA's English Language Learner language proficiency and reclassification rate.

Action 3.1 English Language Learner Growth and Achievement - San Jacinto Valley Academy has developed this action item to utilize support staff to provide small group academic intervention for English language learners, provide ELPAC training for teachers and staff, and implement English language learner coordinators to help monitor and support English language learner achievement along with their families.

Action 3.2 Intervention, Enrichment, and Support - San Jacinto Valley Academy believes that all students can be successful, some students need more time and support to reach that level. Therefore, SJVA in this action item has implement classroom intervention groups, after school enrichment and intervention periods, as well as many online resources to support the development and success of English language learners and low-income students.

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

SJVA is increasing the services for English language learners through the implementation of English Language Learner Coordinators that are designated to oversee, monitor, and help implement effective strategies to increase English language proficiency for the English Language Learner population. Two English Language Learner Coordinators were established for elementary school, two for middle school, and one for high school. The coordinators review student progress regularly and meet with students and parents to discuss the results. As we work with our English Learner (EL) population, we have determined the need to provide parents/guardians with resources to help their child at home. Coordinators utilize the English Language Advisory Committee (ELAC) and meetings to host workshops to address the many ways parents of EL students can help at home. The workshops address the following topics: strategies to help children at home, community-based resources to support academic achievement (libraries, community sports, off-campus tutoring, etc.) Our Coordinators provide training for all staff members to increase understanding of the English Language Proficiency Assessment for California (ELPAC) and English Language Development standard, and to offer effective teaching strategies for English Language Learner. The development of English Language Learner Coordinators alongside strong collaboration and implementation of classroom teachers and deans has contributed to the significant increase in SJVA's English Language Learner language proficiency and reclassification rate.

In addition, San Jacinto Valley Academy is increasing and improving services to English language learners through support staff to provide small group academic intervention for English language learners, provide ELPAC training for teachers and staff, and implement English language learner coordinators to help monitor and support English language learner achievement along with their families.

Furthermore, SJVA is increasing and improving services for English language learners and low-income students through the implement of classroom intervention groups, after school enrichment and intervention periods, as well as many online resources to support the development and success of English language learners and low-income students. This also extends to the various summer programs for enrichment and intervention that provides students with both remediation and acceleration. English language learners and low-income students benefit greatly by having more exposure to content, ongoing access to teachers, and curriculum, and building upon prior knowledge.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
--------	----------	--------------	------------------	----------------------	-------	-------------------------------	----------	-----------

1	1	Site and Local Events to Support Inquiry Based Learning	All student groups	No			SJVA and the community	2021-2022 school year
1	2	Student and Teacher Led Conferences	All student groups	No			SJVA campus	2021-2022 school year
1	3	Stakeholder Surveys	All student groups	No			SJVA campus	2021-2022 school year
1	4	Communications	All student groups	No			SJVA campus	2021-2022 school year
1	5	English Language Advisory Committee		Yes	LEA-wide	English Language Learners	SJVA campus	2021-2022
1	6	Technology Resources	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022
1	7	School Nutrition Lunch Program	Socioeconomically disadvantaged students and all student groups	No			SJVA campus	2021-2022 school year
1	8	Student Physical Wellness	All student groups	No			SJVA campus	2021-2022

2	1	State Adopted and Aligned Curriculum and Resources.	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
2	2	Hire, Support, and Retain Highly Qualified Staff	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
2	3	Continue Implementation of the IB Diploma and Primary Years Programme	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
2	4	Student Recognition	All student groups	No	Schoolwide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
2	5	Professional Development for Teachers	All student groups	Yes	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
2	6	Digital Assessments	All student groups	No			SJVA campus	2021-2022

2	7	Opportunities for 21st Century Skill Development	All student groups	No			SJVA campus	2021-2022 school year
2	8	Programs and Resources for 21st Century Learner	All student groups	No			SJVA campus	2021-2022
2	9	Digital Resources to Support Growth and Achievement	All student groups	No	Schoolwide	English language learners and socioeconomically disadvantaged.	SJVA campus	2020-2021 school year
2	10	College and Career Exploration and Achievement	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
2	11	College and Career Guidance Planning	All student groups	No			SJVA campus	2020-2021 school year
2	12	Broad Course Offerings and Opportunities	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
3	1	English Language Learner Growth and Achievement		Yes	LEA-wide	English Language Learners	SJVA campus	2021-2022 school year

3	2	Intervention, Enrichment, and Support Special Demographics		Yes	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
3	3	Summer Programs for Enrichment and Intervention	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year
3	4	High School Credit Recovery	All student groups	No	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	2021-2022 school year

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
0%			\$80,000.00				
0%			\$0.00				
0%			\$5,000.00				
0%			\$20,000.00				
0%			\$4,000.00				
0%			\$200,000.00				
0%			\$50,000.00				
0%			\$100,000.00				
88.24%			\$170,000.00				
98.42%			\$5,155,650.00				
0%			\$88,000.00				

0%			\$44,000.00				
0%			\$100,000.00				
0%			\$84,000.00				
0%			\$200,000.00				
0%			\$10,000.00				
0%			\$70,000.00				
0%			\$50,000.00				
69.93%			\$286,000.00				
0%			\$73,700.00				
0%			\$2,000.00				
64.10%			\$362,100.00				
0%			\$64,900.00				
0%			\$46,200.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Site and Local Events to Support Inquiry Based Learning	All student groups	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00
1	2	Student and Teacher Led Conferences	All student groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	3	Stakeholder Surveys	All student groups	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	4	Communications	All student groups	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00

1	5	English Language Advisory Committee		\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
1	6	Technology Resources	All student groups	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
1	7	School Nutrition Lunch Program	Socioeconomically disadvantaged students and all student groups	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	8	Student Physical Wellness	All student groups	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	1	State Adopted and Aligned Curriculum and Resources.	All student groups	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00
2	2	Hire, Support, and Retain Highly Qualified Staff	All student groups	\$5,155,650.00	\$77,000.00	\$0.00	\$0.00	\$5,232,650.00
2	3	Continue Implementation of the IB Diploma and Primary Years Programme	All student groups	\$88,000.00	\$0.00	\$0.00	\$0.00	\$88,000.00
2	4	Student Recognition	All student groups	\$44,000.00	\$0.00	\$0.00	\$20,900.00	\$64,900.00

2	5	Professional Development for Teachers	All student groups	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	6	Digital Assessment	All student groups	\$84,000.00	\$0.00	\$0.00	\$0.00	\$84,000.00
2	7	Opportunities for 21st Century Skill Development	All student groups	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
2	8	Programs and Resources for 21st Century Learner	All student groups	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	9	Digital Resources to Support Growth and Achievement	All student groups	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00
2	10	College and Career Exploration and Achievement	All student groups	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
2	11	College and Career Guidance Planning	All student groups	\$286,000.00	\$0.00	\$0.00	\$0.00	\$286,000.00
2	12	Broad Course Offerings and Opportunities	All student groups	\$73,700.00	\$0.00	\$0.00	\$0.00	\$73,700.00

3	1	English Language Learner Growth and Achievement		\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
3	2	Intervention, Enrichment, and Support Special Demographics		\$362,100.00	\$0.00	\$0.00	\$0.00	\$362,100.00
3	3	Summer Programs for Enrichment and Intervention	All student groups	\$64,900.00	\$0.00	\$0.00	\$0.00	\$64,900.00
3	4	High School Credit Recovery	All student groups	\$46,200.00	\$0.00	\$0.00	\$0.00	\$46,200.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,265,550.00	\$77,000.00	\$0.00	\$20,900.00	\$7,363,450.00

Total Personnel	Total Non-Personnel
\$5,732,100.00	\$1,631,350.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
--------	----------	--------------	-------	-------------------------------	----------	------------	-------------

1	5	English Language Advisory Committee	LEA-wide	English Language Learners	SJVA campus	\$4,000.00	\$4,000.00
2	5	Professional Development for Teachers	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	\$100,000.00	\$100,000.00
3	1	English Language Learner Growth and Achievement	LEA-wide	English Language Learners	SJVA campus	\$2,000.00	\$2,000.00
3	2	Intervention, Enrichment, and Support Special Demographics	LEA-wide	English Language Learners and Socioeconomically Disadvantaged	SJVA campus	\$362,100.00	\$362,100.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$468,100.00	\$468,100.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about

the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

and low-income students have led to improved performance for these students.

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

LCAP Highlights - Identify and briefly summarize the key features of this year’s LCAP.

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school

personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.” Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to

identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 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 2022–23 LCAP year.

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action

or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students

were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

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

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

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

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

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

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

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

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

COEs and Charter Schools: Describe how actions included as contributing

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions

are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local

governing board or governing body, but is not required to be included. In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
 - If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a

subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-personnel:** This amount will be automatically calculated.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.