

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

|                        |  |                 |   |
|------------------------|--|-----------------|---|
| LEA Name               | Sacramento Academic and Vocational Academy |                 |   |
| Contact Name and Title | Morri Elliott<br>Principal                 | Email and Phone | morri.elliott@gcccharters.org<br>916-387-8063 |

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Sacramento Academic and Vocational Academy is a 7-12th grade non-classroom-based charter school located in Sacramento County. It is one of seven charter schools operated and overseen by Gateway Community Charters, a 501c3 non-profit charter management organization (CMO). SAVA consists of several campuses housed in various locations throughout Sacramento and Elk Grove. The primary communities served by SAVA are South Sacramento (SAVA Power Inn and SAVA Sim Center), Elk Grove (SAVA Elk Grove), and Del Paso Heights (SAVA @ the Firehouse). The students served in these communities come from areas that are socio-economically disadvantaged and face significant challenges such as high crime, substandard housing, and rampant substance abuse. These areas were hit hard by the recession and housing crisis, contributing to further economic instability among residents of the area. In regard to the Power Inn and Sim Center locations, the area where a majority of SAVA students are served, the median household income as reported in the most recent US Census was \$31,807 for the 95824 area of the Sim Center, and \$44,131 for the 95820 area of SAVA Power Inn, a sharp contrast from the statewide median household income of \$61,632. In the 2015-2016 school year, over 84% percent of students enrolled at SAVA were designated as socio-economically disadvantaged.

SAVA is designed to deliver a comprehensive educational program through various instructional structures (i.e. independent study, online, career focused, project-based learning, CTE, and concurrent enrollment in community college, when appropriate). Though all students in grades 7 through 12 may benefit from the program, SAVA's primary focus is on working with high risk youth, those with attendance and behavioral issues, low academic achievers, those on formal or informal probation and those who are credit deficient, in danger of dropping out, expelled and whose needs have not been served by the traditional education environment. Upon enrolling at SAVA, many students' state standardized test scores place them in Standard Not Met levels in English Language Arts and Mathematics. SAVA maximizes instructional and support services to a diverse and academically challenged student population using a non-classroom-based model of instructional delivery.

## LCAP HIGHLIGHTS

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

To improve and support student learning and close achievement gaps and prepare students for college and career SAVA has focused on full implementation of common core standards, access to technology for all students, and academic intervention for students with identified needs. This is accomplished through professional learning, new textbooks and Chromebooks, additional paraeducators and the addition of an EL Specialist. To create a respectful, collaborative and reflective school environment that includes social and emotional support to an at-risk population of students, SAVA has focused on expanding health and social/emotional services to students and families and professional development for teachers on assessing needs and connecting students with support. To increase student engagement and retention in school, SAVA has increased CTE offerings and extracurricular activities as well as opportunities for parents and the community to partner in their students' education.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

The LEA is most proud of maintaining an ASAM graduation rate of more than 80%. Also, for the 16-17 school year, the average growth by all students, including each of the LEA's significant subgroups, showed over a year's worth of academic growth in both reading and math through the Renaissance STAR reading and math assessments. The LEA is also proud of the positive school culture and the student and stakeholder survey results showing that SAVA provides a clean, safe and positive learning environment for all students. The school has put numerous programs in place to keep at-risk youth engaged in school including, but not limited to CTE classes, mentor programs, theater and dance classes and outdoor fitness and recreation opportunities.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Although our school does not have published accountability indicators, SAVA has identified the schoolwide needs to increase academic performance including progress for ELs, and focus on college and career readiness for all students. To meet these needs, SAVA has plans to implement an online curriculum through Edgenuity, which would increase student accountability and learning as well as provide ample data to drive instruction. This curriculum has built in supports for English Learners and SAVA also plans to provide an EL support class with direct instruction and SDAIE strategies. The online curriculum will also increase students' preparation for standardized online state assessments and college and career readiness.

## GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

The answer to this question and questions regarding the "greatest needs" of the school are very similar. The greatest needs of the school are to address the performance gap of students and support them toward high school graduation and beyond. SAVA has a special and unique mission and vision of educating under-served, socio-economically disadvantaged students as a school of choice in the greater Sacramento. Our data indicates that the majority of students who enroll as new SAVA students have core academic skills four years below grade level, on average. In 2010, SAVA was identified as an ASAM school by the State of California.

The most recent LCFF rubrics does not have comprehensive data available for SAVA. As was previously noted, SAVA was designated as an alternative/ASAM school in 2010, serving a majority of credit recovery students in grades 11 & 12. We annually collect, dis-aggregate, and analyze this data collaboratively at the school and district level on an annual basis regarding cohort eligible graduation rate, persistence/attendance, and credit completion. In addition, we follow a similar process for school and district goals identified in our current charter measurable outcomes which are linked to both state LCAP priorities and current year school LCAP goals. Based on the outcomes of these processes, the SAVA leadership team and school stakeholders have collaborated throughout the spring of 2017 and identified the following areas of greatest need:

1. Interventions for students who are credit deficient and achieving far below grade level in Reading/ELA & Math.
2. Further implementation of college and career readiness programs
3. Increase in school-wide programs/course offerings to specifically include A-G implementation
4. Interventions targeted for Special Education and EL students.
5. School-wide growth initiative in the area of "mathematics achievement".

In order to make the required progress needed to accomplish these goals, SAVA leadership team has schedule the following actions for the next school year:

Continue all positions dedicated to serving at-risk students  
 Continue all college/career readiness programs and activities  
 Increase the number of CTE courses available for students  
 Increase the number of teacher hours available for support in student study labs; continue all para-educator positions  
 Dedicate resources toward professional development for school-wide math tracking & assessment program

## PERFORMANCE GAPS

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- 1) The school will provide curriculum for EL's that contains built in talk to text translation services.
- 2) The school will provide internet access to low income and foster youth students so that they can work on digital curriculum at home in order to receive continuous direct instruction even while not on campus.
- 3) The school will provide an additional staff member to make home visits to any EL, foster or low income students who are not adequately performing at school. Home visits will focus on providing students and families additional resources to help the student succeed in school.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$10,005,285

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,581,175.33

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The bulk of SAVA's general fund dollars will be spent on teacher salaries and general operation costs such as utilities and rent. Other general fund dollars will be spent to enhance facilities, creating cleaner, safer learning environments and to increase CTE classes available to students. General fund dollars will also be used to fund our PE specialist in charge of the outdoor recreation pathway and para educators to provide students with small group and one on one instructional support. Professional development costs for teaching staff will also be covered from general fund.

\$8,935,684

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities Addressed by this goal:

|       |                                     |   |                                     |    |                          |   |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE   | <input type="checkbox"/>            | 9 | <input type="checkbox"/>            | 10 |                          |   |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |
| LOCAL |                                     |   |                                     |    |                          |   |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- CTE articulated course completion will increase by 3% (71 students in 15-16)
- Students will show an average scaled score growth of 25 points per semester on Renaissance math and an average scaled score growth of 50 points per semester on Renaissance reading (school-wide and significant subgroups: Hispanic, African American, Low-Income and English Learners)
- Graduation rate will increase by 2% to 83%. 81% school wide grade rate in 15-16
- Attendance percentage will remain at 95% or higher (97% in 15-16)

All SAVA students will complete a minimum of one math project that is linked to a real world situation

All SAVA Students will make 1 year's growth in reading for one school year attended

All SAVA Students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric

#### ACTUAL

- CTE articulated course completion increase by 15% (81 students in 16-17)
- Students school-wide scored an average scaled score growth of 25 points per semester on Renaissance math and an average scaled score growth of 59 points per semester on Renaissance reading
  - \* Hispanic: reading (53), math (20)
  - \* African American: reading (65), math (25)
  - \* Low-income: reading (71), math (22)
  - \* EL's: reading (47), EL (20)
  - \* White: reading (64), math (29)
  - \* SPED: reading (51), math (25)

- Upon completion of the summer school session, the graduation rate will be 80%, a 1% decline from the 15-16 school year.

- Attendance percentage for 16-17 school year was 96%

- All SAVA students completed a minimum of one math project that is linked to a real world situation

- SAVA Students averaged more than 1 year's growth in reading for one school year attended

- SAVA Students averaged a 2.4 score on a locally vetted expository writing rubric

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Action           | <b>1</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>Offer ongoing professional development including on-site collaboration and instructional coaching as means to support the implementation of the CCSS and NGSS</p>   | <p><b>ACTUAL</b><br/>Offer ongoing professional development including on-site collaboration and instructional coaching as means to support the implementation of the CCSS and NGSS</p>  |
| Expenditures     | <p><b>BUDGETED</b><br/>CCSS and NGSS professional development training 5800: Professional/Consulting Services And Operating Expenditures Other 5000<br/>Provide BTSA training for new teachers 5000-5999: Services And Other Operating Expenditures Other 35730<br/>Fund an additional curriculum specialist in Science to support transition to NGSS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70000</p> | <p><b>ESTIMATED ACTUAL</b><br/>CCSS and NGSS professional development training 5800: Professional/Consulting Services And Operating Expenditures Other 5000<br/>Provide BTSA training for new teachers 5000-5999: Services And Other Operating Expenditures Other 27188<br/>Fund an additional curriculum specialist in Science to support transition to NGSS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70000</p> |
| Action           | <b>2</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>Provide CCSS and NGSS-aligned instructional materials to ensure a quality standards based implementation of curriculum</p>  | <p><b>ACTUAL</b><br/>Provide CCSS and NGSS-aligned instructional materials to ensure a quality standards based implementation of curriculum</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>Standards aligned supplemental Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 50000<br/>Purchase new science curriculum aligned with NGSS 4000-4999: Books And Supplies Supplemental and Concentration 25000</p>   | <p><b>ESTIMATED ACTUAL</b><br/>Standards aligned supplemental Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 54120<br/>Did not adopt new science curriculum in 16-17 school year 4000-4999: Books And Supplies Supplemental and Concentration 0</p>   |
| Action           | <b>3</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>Provide data-monitoring tool to track student achievement.</p>  | <p><b>ACTUAL</b><br/>Provide data-monitoring tools to track student achievement.</p>  |
| Expenditures     | <p><b>BUDGETED</b><br/>Illuminate software licenses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4482</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Illuminate software licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3855</p>   |

Renaissance Learning licenses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20000  
 Achieve 3000 platform/software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15000

Renaissance Learning licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11161  
 Naviance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5110

Action **4**

Actions/Services

**PLANNED**  
 Provide a variety of learning supports including differentiated instruction and interventions for all students and increase learning opportunities through increased instructional time on campus

**ACTUAL**  
 Provide a variety of learning supports including differentiated instruction and interventions for all students and increase learning opportunities through increased instructional time on campus

Expenditures

**BUDGETED**  
 Continue funding instructional assistants to help engage and support students while teachers facilitate small group instruction 2000-2999: Classified Personnel Salaries Supplemental and Concentration 189015  
 Fund IS teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 550000  
 Continue to fund additional summer school teachers to increase enrollment 1000-1999: Certificated Personnel Salaries Title I 27520  
 Fund Social Science Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above

**ESTIMATED ACTUAL**  
 Continue funding instructional assistants to help engage and support students while teachers facilitate small group instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 189015  
 Fund IS teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 550000  
 Continue to fund additional summer school teachers to increase enrollment 1000-1999: Certificated Personnel Salaries Title I 27520  
 Fund Social Science Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above

Action **5**

Actions/Services

**PLANNED**  
 Provide all students access to computer hardware and software to enhance instruction and provide career technical and college readiness activities

**ACTUAL**  
 Provide all students access to computer hardware and software to enhance instruction and provide career technical and college readiness activities

Expenditures

**BUDGETED**  
 Computer hardware and software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20000  
 Continue funding online college and career readiness curriculum 4000-4999: Books And Supplies Supplemental and Concentration 20000

**ESTIMATED ACTUAL**  
 Computer hardware and software (Decotech and Kajeet) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 16121  
 Continue funding online college and career readiness curriculum (Fuel Ed) 5000-5999: Services And Other Operating Expenditures Other 20000

Action **6**

Actions/Services

**PLANNED**  
 Provide students with increased opportunities to participate in and complete CTE courses and Service Learning projects required in order to graduate.

**ACTUAL**  
 Provide students with increased opportunities to participate in and complete CTE courses and Service Learning projects required in order to graduate.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

Continue funding IS teacher/ service learning coordinator. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above  
 Transportation for students to complete service learning projects and internships. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000  
 Fund Career Program Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40000  
 PD conferences and training 5000-5999: Services And Other Operating Expenditures Other 10000

Continue funding IS teacher/ service learning coordinator. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above  
 Transportation for students to complete service learning projects and internships. 5000-5999: Services And Other Operating Expenditures Base 5000  
 Fund Career Program Specialist/VP of CTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40000  
 PD conferences and training 5000-5999: Services And Other Operating Expenditures Base 10000

Action **7**

Actions/Services

**PLANNED**  
 Develop CCSS-aligned expository reading and writing skills and practice assignments for all grade levels (7-12)

**ACTUAL**  
 Writing assignment created during regular work calendar by ELA specialist

Expenditures

**BUDGETED**  
 Extra hours for ELA specialist over summer to create assignments and rubric for expository writing assignments 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000

**ESTIMATED ACTUAL**  
 NA 0

Action **8**

Actions/Services

**PLANNED**  
 Foster Youth and Low Income: Provide bus passes for low income and foster youth to have free transportation to and from school

**ACTUAL**  
 Foster Youth and Low Income: Provide bus passes for low income and foster youth to have free transportation to and from school

Expenditures

**BUDGETED**  
 Bus passes 5000-5999: Services And Other Operating Expenditures Base 30000

**ESTIMATED ACTUAL**  
 Bus passes 5000-5999: Services And Other Operating Expenditures Base 30000

Action **9**

Actions/Services

**PLANNED**  
 Low Income: Provide instructional assistants to help engage and support students while teachers facilitate small group instruction

**ACTUAL**  
 Low Income: Provide instructional assistants to help engage and support students while teachers facilitate small group instruction

Expenditures

**BUDGETED**  
 Provide instructional assistants to help engage and support students while teachers facilitate small group instruction 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included above

**ESTIMATED ACTUAL**  
 Provide instructional assistants to help engage and support students while teachers facilitate small group instruction 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included above

Continue funding IS teacher to support labs and reduced student loads  
1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included Above

Continue funding IS teacher to support labs and reduced student loads  
1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included Above

Action **10**

Actions/Services  
**PLANNED**  
Low Income:  
Provide additional training and coaching to teachers to provide CCSS aligned instruction to high needs, and/or struggling students

Actual  
**ACTUAL**  
Low Income:  
Provide additional training and coaching to teachers to provide CCSS aligned instruction to high needs, and/or struggling students

Expenditures  
**BUDGETED**  
Professional development training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10000  
Continue funding additional Middle School Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above  
Purchase supplies needed for science and other projects to provide to low income students 4000-4999: Books And Supplies Supplemental and Concentration 5000

Expenditures  
**ESTIMATED ACTUAL**  
Professional development training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10000  
Continue funding additional Middle School Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above  
Purchase supplies needed for science and other projects to provide to low income students 4000-4999: Books And Supplies Supplemental and Concentration 167.09

Action **11**

Actions/Services  
**PLANNED**  
English learners:  
Provide professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS

Actual  
**ACTUAL**  
English learners:  
Provide professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS

Expenditures  
**BUDGETED**  
Professional development training 5800: Professional/Consulting Services And Operating Expenditures Title III 10000  
Fund ELA Specialist 1000-1999: Certificated Personnel Salaries Base Included above

Expenditures  
**ESTIMATED ACTUAL**  
Professional development training 5800: Professional/Consulting Services And Operating Expenditures Title I 6180.96  
Fund ELA Specialist 1000-1999: Certificated Personnel Salaries Base Included above

Action **12**

Actions/Services  
**PLANNED**  
English Learners:  
Increase instructional minutes on campus and continue funding bilingual instructional assistants and EL specialist to provide primary language support to enable students to

Actual  
**ACTUAL**  
English Learners:  
Increase instructional minutes on campus and continue funding bilingual instructional assistants and EL specialist to provide primary language support to enable students to

|              |  |   |
|--------------|--|---|
| Expenditures | access content area instruction while gaining language proficiency   | access content area instruction while gaining language proficiency  |
|              | <p><b>BUDGETED</b></p> <p>Fund bilingual instructional assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included above</p> <p>Fund EL specialist 1000-1999: Certificated Personnel Salaries Title I 70000</p> <p>Fund IS teacher for EL teaching and support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>Fund bilingual instructional assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included above</p> <p>Fund EL specialist 1000-1999: Certificated Personnel Salaries Title I 45,249</p> <p>Fund IS teacher for EL teaching and support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above</p> |

Action **13**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Foster Youth:<br/>Provide additional instructional assistants to provide foster youth academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> | <p><b>ACTUAL</b></p> <p>Foster Youth:<br/>Provide additional instructional assistants to provide foster youth academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> |
|                  | <p><b>BUDGETED</b></p> <p>Fund additional instructional assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included above</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>Fund additional instructional assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included above</p>   |

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of actions was consistent with the goals and actions set forth at the beginning of the year. Most of the measurable outcomes were successfully met (as listed above). SAVA's successful implementation of these actions/services included PD for teachers to help increase academic rigor, purchasing of supplies to provide more varied learning opportunities for students and additional staffing to give extra support to students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were effective as most of the measurable outcomes were met. Students showed over a year's worth of growth in both math and reading and this success was spread across most sub-groups. We will continue to work to increase academic performance for EL's as they were the one sub group not to hit the expected annual growth marks in Renaissance. Once summer school graduates complete summer school, the expected 2016-2017 grad rate should be at 80%. This is not an increase from 15-16 however an 80% grad rate is still a success. SAVA students did not meet the expected 3.0 score on the writing rubric. Writing will be a continued focus in the 17-18 LCAP with plans for teacher PD and additional writing resources for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Small changes were made between budgeted and estimated actual expenditures. The most significant difference was that SAVA did not adopt new science curriculum for the 16-17 school year so no money was spent on science textbooks. The most significant amount of spending was designated to additional staffing, both classified and certificated, to reduce teacher caseloads and to be able to provide more one on one and small group intervention support for students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes or metrics.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

|       |                                     |   |                                     |    |                                     |   |                                     |   |                                     |   |                                     |   |                          |   |                                     |   |
|-------|-------------------------------------|---|-------------------------------------|----|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2  | <input checked="" type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE   | <input type="checkbox"/>            | 9 | <input type="checkbox"/>            | 10 |                                     |   |                                     |   |                                     |   |                                     |   |                          |   |                                     |   |
| LOCAL |                                     |   |                                     |    |                                     |   |                                     |   |                                     |   |                                     |   |                          |   |                                     |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 100% of new staff will be trained in Capturing Kids' Hearts
- Student and stakeholder surveys will reflect a respectful, collaborative culture on campus

#### ACTUAL

- 100% of new staff were trained in Capturing Kids' Hearts
- Student and stakeholder surveys reflected a respectful, collaborative culture on campus (over 700 surveys completed)

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |  |  |
|------------------|---|--|--|
| Action           | 1 |  |  |
| Actions/Services |   | <p><b>PLANNED</b></p> <p>School staff will receive training in Capturing Kids' Hearts and other support programs focused on school culture</p>                       | <p><b>ACTUAL</b></p> <p>School staff will receive training in Capturing Kids' Hearts and other support programs focused on school culture</p>  |
| Expenditures     |   | <p><b>BUDGETED</b></p> <p>Professional development training for school staff 5800:<br/>Professional/Consulting Services And Operating Expenditures Title I 10000</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>Professional development training for school staff 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4892</p> |
| Action           | 2 |  |  |

|                         |   |  |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>All Students will receive quarterly workshops focusing on health and well-being topics (student safety, self -esteem, bullying, responsibility)</p>   | <p><b>ACTUAL</b><br/>All Students will receive quarterly workshops focusing on health and well-being topics (student safety, self -esteem, bullying, responsibility)</p>         |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Guest speakers and resources for workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000</p> | <p><b>ESTIMATED ACTUAL</b><br/>Guest speakers and resources for workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> |

Action **3**

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>School counselors and other staff will receive professional development training in meeting the social/emotional needs of students</p> | <p><b>ACTUAL</b><br/>School counselors and other staff will receive professional development training in meeting the social/emotional needs of students</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Conferences and training's 5800: Professional/Consulting Services And Operating Expenditures Other 5000</p>                           | <p><b>ESTIMATED ACTUAL</b><br/>Conferences and training's 5000-5999: Services And Other Operating Expenditures Base 1000</p>                                |

Action **4**

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>School counselor will identify and link families/students with resources in the community to support the social/emotional needs and to help ensure academic success and track student retention and placement after high school.</p> | <p><b>ACTUAL</b><br/>School counselor will identify and link families/students with resources in the community to support the social/emotional needs and to help ensure academic success and track student retention and placement after high school.</p>     |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 140000<br/>Naviance platform/software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000</p>      | <p><b>ESTIMATED ACTUAL</b><br/>School Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 125000<br/>Naviance platform/software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5110</p> |

Action **5**

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Enhance classroom facilities to provide safe, relevant learning opportunities for students</p> | <p><b>ACTUAL</b><br/>Enhance classroom facilities to provide safe, relevant learning opportunities for students</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Facility enhancements 6000-6999: Capital Outlay Base 75000</p>                                | <p><b>ESTIMATED ACTUAL</b><br/>Facility enhancements 6000-6999: Capital Outlay Base 100221</p>                      |

Action **6**

|                         |                       |                      |
|-------------------------|-----------------------|----------------------|
| <p>Actions/Services</p> | <p><b>PLANNED</b></p> | <p><b>ACTUAL</b></p> |
|-------------------------|-----------------------|----------------------|

|                  |  |  |
|------------------|--|--|
| Expenditures     | School nurses available to serve students  | School nurses available to serve students  |
|                  | <p><b>BUDGETED</b></p> <p>Fund two nurse positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19321</p> <p>Fund clerk to support nurse 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3280</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>Fund two nurse positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 21681</p> <p>Fund clerk to support nurse 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3280</p> |
| Action           | <b>7</b>   |  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Campus monitors to provide supervision on and around campus</p>   | <p><b>ACTUAL</b></p> <p>Campus monitors to provide supervision on and around campus</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Campus monitors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45000</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>Campus Monitors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45000</p>  |
| Action           | <b>8</b>   |  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Foster Youth: Training to administer social/emotional assessments to target need of foster youth</p>  | <p><b>ACTUAL</b></p> <p>Foster Youth: Training to administer social/emotional assessments to target need of foster youth</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>PD training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2000</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>PD Training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 600</p>  |
| Action           | <b>9</b>   |  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Foster Youth:<br/>Identify and administer Social/Emotional assessments in order to target the needs of foster youth students</p>  | <p><b>ACTUAL</b></p> <p>Foster Youth:<br/>Identify and administer Social/Emotional assessments in order to target the needs of foster youth students</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Curriculum for needs assessment 4000-4999: Books And Supplies Supplemental and Concentration 3000</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>Curriculum for needs assessment 4000-4999: Books And Supplies Supplemental and Concentration 0</p>   |
| Action           | <b>10</b>  |  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Low Income and Foster Youth : Provide healthy food on campus for students</p>   | <p><b>ACTUAL</b></p> <p>Low Income and Foster Youth : Provide healthy food on campus for students</p>  |
| Expenditures     | <p><b>BUDGETED</b></p>   | <p><b>ESTIMATED ACTUAL</b></p>   |

Vending Machines 6000-6999: Capital Outlay Supplemental and Concentration 40000

Vending Machines 6000-6999: Capital Outlay Supplemental and Concentration 40000

Action **11**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>English Learners:<br/>Provide culturally and linguistically relevant learning materials to students</p>   | <p><b>ACTUAL</b><br/>English Learners:<br/>Provide culturally and linguistically relevant learning materials to students</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration 15000<br/>Achieve 3000 platform/software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Included above<br/>PD for teachers 5000-5999: Services And Other Operating Expenditures Title III 7000</p> | <p><b>ESTIMATED ACTUAL</b><br/>Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 15000<br/>Achieve 3000 platform/software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Included above<br/>PD for teachers 5000-5999: Services And Other Operating Expenditures Title III 990</p> |

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.                       | <p>This 2015-2016 LCAP had a large focus on PD for teacher and counselors to assist in providing resources and support to meet the social/emotional needs of students. All SAVA teachers were CKH trained. SAVA counselors attended many local workshops and seminars geared on providing for the social/emotional needs of all students and our EL specialists attended a number of training to support the implementation of our EL program. Overall implementation of actions and services in this goal were effective and the two stated measurable outcomes were both met successfully.</p> |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | <p>The overall effectiveness of these actions/services were successful as many staff received training to support social/emotional needs of students. Student and stakeholder surveys show that the overall climate at SAVA is safe, welcoming and supportive.</p>   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.                      | <p>We did not spend as much on PD opportunities as we had originally budgeted. Much of the relevant PD that staff was sent to was local and often provided by the Sacramento County Office of Education at very little cost. The workshops and assessments for students geared around social/emotional health were done by our counselors instead of outside agencies and resources and therefore did not cost us additional money.</p>  |

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal, outcomes or metrics were made.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Increase student engagement and retention in school

State and/or Local Priorities Addressed by this goal:

|       |                          |   |                          |    |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |                                     |   |
|-------|--------------------------|---|--------------------------|----|-------------------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2  | <input checked="" type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE   | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |                                     |   |
| LOCAL |                          |   |                          |    |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |                                     |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increase persistence rate (% of all students enrolled for 90+ days) by 3% to greater than 57% (54% in 15-16)
- Increase persistence rate (% of currently enrolled students enrolled for 90+ days) by 3% to greater than 74% (613/861 for 15-16 = 71%)
- Increase enrollment in CTE classes offered at SAVA by 3 % to 398 (387 in 15-16)

#### ACTUAL

- Persistence rate was 52.2 percent for this school year for all student enrolled this school year. This is a decrease from 2% in the 15-16 school year.
- Persistence rate for currently enrolled students (number of currently enrolled with 90+ days of attendance) = 695/934 = 74%
- SAVA CTE had over 500 students enrolled in the 16-17 school year. This is more than a 25% increase from the 15-16 school year.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

#### PLANNED

Communicate regularly through radio, website, phone outreach, mobile app, mailings and meetings

#### ACTUAL

Communicate regularly through radio, website, phone outreach, mobile app, mailings and meetings

|              |   |  |
|--------------|---|--|
| Expenditures | <b>BUDGETED</b><br>Provide information to key stakeholders through radio, website, mobile app 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35000 | <b>ESTIMATED ACTUAL</b><br>Provide information to key stakeholders through radio, website, mobile app 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9865<br>Provide information to key stakeholders through radio, website, mobile app 5000-5999: Services And Other Operating Expenditures Base 20135 |
|--------------|---|--|

Action **2**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>Career Program Specialist will coordinate with local community colleges to increase articulated CTE offerings and dual enrollment opportunities for SAVA students | <b>ACTUAL</b><br>Career Program Specialist will coordinate with local community colleges to increase articulated CTE offerings and dual enrollment opportunities for SAVA students |
|                  | <b>BUDGETED</b><br>Program Specialist position 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 45000  | <b>ESTIMATED ACTUAL</b><br>Program Specialist 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 45000  |

Action **3**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Fund Community Liaison to create outreach program to locate dropouts        | <b>ACTUAL</b><br>Fund Community Liaison to create outreach program to locate dropouts                 |
|                  | <b>BUDGETED</b><br>Fund Community Liaison 2000-2999: Classified Personnel Salaries Base 60000 | <b>ESTIMATED ACTUAL</b><br>Fund Community Liaison 2000-2999: Classified Personnel Salaries Base 60000 |

Action **4**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>Fund At-Risk Specialist to implement outreach program to locate dropouts                                 | <b>ACTUAL</b><br>Fund At-Risk Specialist to implement outreach program to locate dropouts  |
|                  | <b>BUDGETED</b><br>Fund At-Risk Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60000 | <b>ESTIMATED ACTUAL</b><br>Fund At-Risk Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60000 |

Action **5**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>Provide more varied opportunities for students to engage in learning through technology based activities and project based learning | <b>ACTUAL</b><br>Provide more varied opportunities for students to engage in learning through technology based activities and project based learning |
|                  | <b>BUDGETED</b>   | <b>ESTIMATED ACTUAL</b>  |

Expenditures

Computer software purchases to support college and career readiness curriculum 4000-4999: Books And Supplies Supplemental and Concentration 20000

Additional certificated staff for clean diesel and media arts pathways to support increased CTE offerings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50000

Supplies and materials for PBL in STEM 4000-4999: Books And Supplies Supplemental and Concentration 20000

Computer software purchases to support college and career readiness curriculum 4000-4999: Books And Supplies Supplemental and Concentration 20000

Additional certificated staff for clean diesel and media arts pathways to support increased CTE offerings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50000

Supplies and materials for PBL in STEM 4000-4999: Books And Supplies Supplemental and Concentration 20000

Action **6**

**PLANNED**  
 Expand extra-curricular activities and VAPA programs available to students to increase student engagement in school

**BUDGETED**  
 Fund sports programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15000

Fund dance classes for each campus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000

Fund PE Specialist to create and run new sports programs/clubs for students 1000-1999: Certificated Personnel Salaries Base 60000

Fund Electives Specialists to create new courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above

**ACTUAL**  
 Expand extra-curricular activities and VAPA programs available to students to increase student engagement in school

**ESTIMATED ACTUAL**  
 Fund sports programs 5000-5999: Services And Other Operating Expenditures Base 5000

Fund dance classes for each campus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1110

Fund PE Specialist to create and run new sports programs/clubs for students 1000-1999: Certificated Personnel Salaries Base 60000

Fund Electives Specialists to create new courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration included above

Actions/Services

Expenditures

Action **7**

**PLANNED**  
 Low Income: Teacher training geared towards cultural awareness

**BUDGETED**  
 Professional development training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000

**ACTUAL**  
 Low Income: Teacher training geared towards cultural awareness

**ESTIMATED ACTUAL**  
 Professional development training 5800: Professional/Consulting Services And Operating Expenditures Base 5000

Actions/Services

Expenditures

Action **8**

**PLANNED**  
 English Learners: Ongoing parent training for bilingual parents at ELAC meetings and other parent training nights focused on student academics and opportunities at SAVA.

**BUDGETED**  
 Consulting fees for parent engagement classes and training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000

**ACTUAL**  
 English Learners: Ongoing parent training for bilingual parents at ELAC meetings and other parent training nights focused on student academics and opportunities at SAVA.

**ESTIMATED ACTUAL**  
 Consulting fees for parent engagement classes and training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 480

Actions/Services

Expenditures

Translation Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000

Translation Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0

Action **9**

Actions/Services

**PLANNED**  
**Foster Youth:**  
 Fund school counselor position to improve communication to foster guardians to keep them well informed about school and community opportunities for SAVA's foster youth.

**ACTUAL**  
**Foster Youth:**  
 Fund school counselor position to improve communication to foster guardians to keep them well informed about school and community opportunities for SAVA's foster youth.

Expenditures

Fund school counselor position 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60000

Fund school counselor position 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included above

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services in regards to student retention focused on providing a variety of opportunities for student to engage in extra curricular activities including, but not limited to dance, theater, CTE courses, sports, and outdoor recreation activities. Parent engagement workshops were delivered consistently each semester during student celebration events. We also had an at-risk specialist specifically working with students struggling and on the verge of dropping out of school. This at-risk program specialist was very effective and was able to keep approximately 20 students in school that otherwise would have dropped out.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of these actions and services were good, however we did not see the increase in retention rate for all students enrolled that we had hoped to see. One reason we believe that the official rates did not grow compared to the 15-16 school year was that we had a large increase in enrollment during the second semester. These second semester enrollees did not have the opportunity to be enrolled for 90 + days so they could not count towards the retention percentage as defined in the goal. Overall, enrollment at SAVA grew to over 1000 students this year, the highest the school has ever experienced. The programs, training and resources provided through this goal were instrumental in so many students coming to enroll at SAVA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most budgeted expenditures match the actual estimated expenditures. There were differences in the translation services action because the school was able to provide those services in house through bilingual staff members. Consulting fees for the parent engagement workshops were not as expensive as planned as we had our counselors lead much of this effort.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal, expected outcomes or metrics were made.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

September 2016 - LCAP shared with staff and other stakeholders at School Site Council

February 2017- School staff meeting LCAP review

March 2017 - LCAP survey made available to the public on SAVA website and at school site student/parent events

March 2017 - Review LCAP with school staff

April 2017 - School staff LCAP discussion and feedback

Sacramento Academic and Vocational Academy has included parents, community members, students, staff members, and other stakeholders in the following manner during the 2016-17 school year: At the beginning of the school year, school administration met with the school staff to review LCAP goals, action items and other key information gathered during the initial LCAP creation.

Throughout the 2016-17 school year, updates and progress reports on LCAP were made available to stakeholders at multiple school locations through School Site Council, and other parent engagement events. Student and parents groups were surveyed to gather feedback on the progress of the LCAP goals. In addition, the school administration and leadership team continues to work on a matrix relating to how goals in their SPSA plans, WASC plans, Gateway Community Charters (GCC, Charter Management Organization) annual Focus Areas, Goals and Strategies, the charter petition, aligned with the eight State priorities under the LCAP.

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

After receiving feedback from these groups, the School Leadership Team made revisions and completed all required annual updates to the LCAP plan taking into consideration the input from the various stakeholder groups (March-May 2017). This draft was then submitted to Gateway Community Charters leadership for additional input on the three year LCAP process (May 2017). The final draft of the LCAP was then submitted to the board of directors of Gateway Community Charters as a report item on the meeting agenda (June 2017).

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

CBO Arron Thornsberry gave an overview of the LCFF and the 8 stated priorities included in the LCAP. Mr. Thornsberry presented early funding predictors for Gateway Community Charters.

Served as a way to inform, educate, and gather input from school staff about the 8 stated priorities in the LCAP. Principal Elliott presented an overview of the LCFF and answered questions about the process of the development of the LCAP. School staff was given an overview of the 2016 LCAP year 1 and asked to provide feedback on current goals and new goals for this year's LCAP through a survey on SAVA's website

Survey was made available on school website. Link to survey was provided on monthly school newsletter. Survey results were used to help created goals for each of the 8 stated priorities in the 2017 LCAP.

Served as a way to inform, educate, and gather input from key community stakeholders about the 8 stated priorities in the LCAP. Principal Elliott presented an overview of the LCFF and answered questions about the process of the development of the LCAP. Participants were asked to take the LCAP survey to provide feedback for the creation and implementation of the LCAP.

School staff and stakeholder survey data presented to SAVA staff. New LCAP goals were discussed.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 1

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

The average SAVA student enrolls both credit deficient and academically behind by an average of over 4 grade levels in math and reading. An overwhelming majority of SAVA students are 12th graders. Over the past six years SAVA has shifted its focus from simply remediating student needs to help them recover credits and graduate, to increasing academic rigor with the goal of preparing them for college and/or careers. We have made significant expansions to our Career and Technical Education programs over this time; however, even with these CTE opportunities, SAVA students often still lack the fundamental math and literacy skills required to be college and career ready.

In order to improve and support student learning to close achievement gaps and ensure all students graduate college and career ready, there is a need to:

- Provide access to standards aligned curriculum
- Ensure a high level of literacy skills for all students by implementing early academic intervention and prevention services
- Provide access to technology for all students
- Increase participation in CTE courses

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

| Metrics/Indicators   | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>• CTE articulated course completion (local indicator)</li> <li>• Renaissance math and reading growth (local indicator)</li> </ul> | <ul style="list-style-type: none"> <li>• 81 students completed articulated CTE courses in 2016-2017 school year</li> </ul> | <ul style="list-style-type: none"> <li>• CTE articulated course completion will increase by 3% (84 students)</li> </ul> | <ul style="list-style-type: none"> <li>• CTE articulated course completion will increase by 3% (87 students)</li> </ul> | <ul style="list-style-type: none"> <li>• CTE articulated course completion will increase by 3% (90 students)</li> </ul> |

|  |  |   |   |   |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Real world math project (local indicator)</li> <li>• Annual writing assessment (local indicator)</li> </ul> | <ul style="list-style-type: none"> <li>• Average 25 points of growth in math and reading per semester in Renaissance STAR testing (one year's worth of growth)</li> <li>• All students complete a real world math project</li> <li>• School-wide, students averaged a 2.4 (standard almost met) on a locally vetted expository writing rubric</li> </ul> | <ul style="list-style-type: none"> <li>• Students will show an average scaled score growth of 25 points per semester on Renaissance math and reading (school-wide and significant subgroups: Hispanic, African American, Low-Income and English Learners)</li> </ul> <p>All SAVAs students will complete a minimum of one math project that is linked to a real world situation</p> <p>All SAVAs Students will make 1 level growth per year or maintain a level 3(proficient) on a locally vetted expository writing rubric</p> | <ul style="list-style-type: none"> <li>• Students will show an average scaled score growth of 25 points per semester on Renaissance math and reading (school-wide and significant subgroups: Hispanic, African American, Low-Income and English Learners)</li> </ul> <p>All SAVAs students will complete a minimum of one math project that is linked to a real world situation</p> <p>All SAVAs Students will make 1 level growth per year or maintain a level 3(proficient) on a locally vetted expository writing rubric</p> | <ul style="list-style-type: none"> <li>• Students will show an average scaled score growth of 25 points per semester on Renaissance math and reading (school-wide and significant subgroups: Hispanic, African American, Low-Income and English Learners)</li> </ul> <p>All SAVAs students will complete a minimum of one math project that is linked to a real world situation</p> <p>All SAVAs Students will make 1 level growth per year or maintain a level 3(proficient) on a locally vetted expository writing rubric</p> |
|--|--|---|---|---|

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |   |
|------------------------------|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____   |

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |  |
|------------------------------|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income  |
|                              | <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____                                 |

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Offer ongoing professional development including on-site collaboration and instructional coaching as means to support the implementation of the CCSS and NGSS

**2018-19**

New  Modified  Unchanged

Offer ongoing professional development including on-site collaboration and instructional coaching as means to support the implementation of the CCSS and NGSS

**2019-20**

New  Modified  Unchanged

Offer ongoing professional development including on-site collaboration and instructional coaching as means to support the implementation of the CCSS and NGSS

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 2500  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>CCSS and NGSS professional development training          |
| Amount           | 12000   |
| Source           | Other   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Provide BTSA training for new teachers                                |
| Amount           | 79055.67  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding curriculum specialist in Science to support transition to NGSS |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 2500  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>CCSS and NGSS professional development training                        |
| Amount           | 12000   |
| Source           | Other   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Provide BTSA training for new teachers  |
| Amount           | 79055.67  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding an additional curriculum specialist in Science to support transition to NGSS |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 2500  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>CCSS and NGSS professional development training                        |
| Amount           | 12000   |
| Source           | Other   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Provide BTSA training for new teachers  |
| Amount           | 79055.67  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding an additional curriculum specialist in Science to support transition to NGSS |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide CCSS and NGSS-aligned instructional materials to ensure a quality standards based implementation of curriculum

**2018-19**

New  Modified  Unchanged

Provide CCSS and NGSS-aligned instructional materials to ensure a quality standards based implementation of curriculum

**2019-20**

New  Modified  Unchanged

Provide CCSS and NGSS-aligned instructional materials to ensure a quality standards based implementation of curriculum

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies Standards aligned curriculum/Instructional materials   |
| Amount           | 15000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries funding for extra curriculum development hours for new Online curriculum implementation |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies Standards aligned curriculum/Instructional materials   |
| Amount           | 15000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries funding for extra curriculum development hours for new Online curriculum implementation |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies Standards aligned curriculum/Instructional materials   |
| Amount           | 15000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries funding for extra curriculum development hours for new Online curriculum implementation |

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide data-monitoring tool to track student achievement.

**2018-19**

New  Modified  Unchanged

Provide data-monitoring tool to track student achievement.

**2019-20**

New  Modified  Unchanged

Provide data-monitoring tool to track student achievement.

BUDGETED EXPENDITURES

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 20000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Renaissance Learning licenses |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 20000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Renaissance Learning licenses |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 20000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Renaissance Learning licenses |

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                                       |   |
|---------------------------------------|---|
| <a href="#">Students to be Served</a> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a> |
| <a href="#">Location(s)</a>           | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____            |

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                                       |  |
|---------------------------------------|--|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income         |
| <a href="#">Scope of Services</a>     | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <a href="#">Location(s)</a>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____        |

**[ACTIONS/SERVICES](#)**

**2017-18**

New     Modified     Unchanged

Provide a variety of learning supports including differentiated instruction and interventions for all students and increase learning opportunities through increased instructional time on campus

**2018-19**

New     Modified     Unchanged

Provide a variety of learning supports including differentiated instruction and interventions for all students and increase learning opportunities through increased instructional time on campus

**2019-20**

New     Modified     Unchanged

Provide a variety of learning supports including differentiated instruction and interventions for all students and increase learning opportunities through increased instructional time on campus

**[BUDGETED EXPENDITURES](#)**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 38505.55  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Continue funding instructional assistants to help engage and support students while teachers facilitate small group instruction |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 38505.55  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Continue funding instructional assistants to help engage and support students while teachers facilitate small group instruction |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 38505.55  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Continue funding instructional assistants to help engage and support students while teachers facilitate small group instruction |

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Amount           | 355276.32   | Amount           | 355276.32   | Amount           | 355276.32   |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund IS teachers  | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue to fund IS teachers  | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue to fund IS teachers  |
| Amount           | 35000   | Amount           | 35000   | Amount           | 35000   |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund summer school teachers to provide additional student support       | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund summer school teachers to provide additional student support       | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund summer school teachers to provide additional student support       |
| Amount           | 75167.74  | Amount           | 75167.74  | Amount           | 75167.74  |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund Social Science Specialist  | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue to fund Social Science Specialist                              | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue to fund Social Science Specialist                              |
| Amount           | 15695   | Amount           | 15695   | Amount           | 15695   |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund summer school classified staff to provide additional student support | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund summer school classified staff to provide additional student support | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund summer school classified staff to provide additional student support |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

|                              |   |
|------------------------------|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____   |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide access to computer hardware and software to enhance instruction and provide career technical and college readiness activities

**2018-19**

New  Modified  Unchanged

Provide access to computer hardware and software to enhance instruction and provide career technical and college readiness activities

**2019-20**

New  Modified  Unchanged

Provide access to computer hardware and software to enhance instruction and provide career technical and college readiness activities

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 15000   |
| Source           | Base  |
| Budget Reference | 4000-4999: Books And Supplies<br>Computer hardware and software   |
| Amount           | 20000   |
| Source           | Other   |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>Fund college and career readiness<br>curriculum and events |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 15000   |
| Source           | Base  |
| Budget Reference | 4000-4999: Books And Supplies<br>Computer hardware and software   |
| Amount           | 20000   |
| Source           | Other   |
| Budget Reference | 5000-5999: Services And Other Operating<br>Expenditures<br>Fund college and career readiness<br>curriculum and events |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 15000   |
| Source           | Base  |
| Budget Reference | 4000-4999: Books And Supplies<br>Computer hardware and software   |
| Amount           | 20000   |
| Source           | Other   |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>Fund college and career readiness<br>curriculum and events |

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide students with increased opportunities to participate in and complete CTE courses and Service Learning projects required in order to graduate.

**2018-19**

New  Modified  Unchanged

Provide students with increased opportunities to participate in and complete CTE courses and Service Learning projects required in order to graduate.

**2019-20**

New  Modified  Unchanged

Provide students with increased opportunities to participate in and complete CTE courses and Service Learning projects required in order to graduate.

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 60000   |
| Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding IS/service learning teacher. |
| Amount           | 45000   |
| Source           | California Career Pathways Trust  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund CTE Director/Program Specialist          |
| Amount           | 5000  |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 60000   |
| Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding IS/service learning coordinator. |
| Amount           | 45000   |
| Source           | California Career Pathways Trust  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund CTE Director/Program Specialist              |
| Amount           | 5000  |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 60000   |
| Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding IS/service learning coordinator. |
| Amount           | 45000   |
| Source           | California Career Pathways Trust  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund CTE Director/Program Specialist              |
| Amount           | 5000  |

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures College and Career Readiness PD conferences and training

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures College and Career Readiness PD conferences and training

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures College and Career Readiness PD conferences and training

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide additional instructional assistants to provide low-income and foster youth academic supports and remediation in order to decrease the adverse effects of school mobility

**2018-19**

New  Modified  Unchanged

Provide additional instructional assistants to provide low-income and foster youth academic supports and remediation in order to decrease the adverse effects of school mobility

**2019-20**

New  Modified  Unchanged

Provide additional instructional assistants to provide low income and foster youth academic supports and remediation in order to decrease the adverse effects of school mobility

BUDGETED EXPENDITURES

**2017-18**

Amount 78113.47

**2018-19**

Amount 78113.47

**2019-20**

Amount 78113.47

|                  |  |
|------------------|--|
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries funding additional instructional assistants |

|                  |  |
|------------------|--|
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries funding additional instructional assistants |

|                  |  |
|------------------|--|
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries funding additional instructional assistants |

**Action 8**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                                       |   |   |  |
|---------------------------------------|---|---|--|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <a href="#">Location(s)</a>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:       |

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                                       |   |  |  |
|---------------------------------------|---|--|--|
| <a href="#">Students to be Served</a> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth      | <input type="checkbox"/> Low Income                                  |
| <a href="#">Scope of Services</a>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide        | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <a href="#">Location(s)</a>           | <input type="checkbox"/> All Schools      | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans:                       |

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Develop CCSS-aligned expository reading and writing skills and practice assignments for all grade levels (7-12)

**2018-19**

New  Modified  Unchanged

Develop CCSS-aligned expository reading and writing skills and practice assignments for all grade levels (7-12)

**2019-20**

New  Modified  Unchanged

Develop CCSS-aligned expository reading and writing skills and practice assignments for all grade levels (7-12)

**BUDGETED EXPENDITURES**

**2017-18**

|        |                                |
|--------|--------------------------------|
| Amount | 2000                           |
| Source | Supplemental and Concentration |

**2018-19**

|        |                                |
|--------|--------------------------------|
| Amount | 2000                           |
| Source | Supplemental and Concentration |

**2019-20**

|        |                                |
|--------|--------------------------------|
| Amount | 2000                           |
| Source | Supplemental and Concentration |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Extra hours for ELA specialist over summer to create assignments and rubric for expository writing assignments | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Extra hours for ELA specialist over summer to create assignments and rubric for expository writing assignments | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Extra hours for ELA specialist over summer to create assignments and rubric for expository writing assignments |
| Amount           | 5000   | Amount           | 5000   | Amount           | 5000   |
| Source           | Supplemental and Concentration   | Source           | Supplemental and Concentration   | Source           | Supplemental and Concentration   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>PD for teachers focused on writing  | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>PD for teachers focused on writing  | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>PD for teachers focused on writing  |

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide smartspot 800 wi-fi units to students for school-wide online curriculum implementation

**2018-19**

New  Modified  Unchanged

Provide mi-fi hot spots to students for school-wide online curriculum implementation

**2019-20**

New  Modified  Unchanged

Provide mi-fi hot spots to students for school-wide online curriculum implementation

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 38000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies<br>500 smartspot units   |
| Amount           | 78000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>monthly service for student smartspot wi-fi units |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 3800   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies<br>500 smartspot units   |
| Amount           | 78000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other Operating<br>Expenditures<br>monthly service for student smartspot wi-fi units |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 3800   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies<br>500 smartspot units   |
| Amount           | 78000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>monthly service for student smartspot wi-fi units |

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

|  |  |  |
|--|--|--|
|  |  |  |
| Provide instructional assistants to help engage and support students while teachers facilitate small group instruction | Provide instructional assistants to help engage and support students while teachers facilitate small group instruction | Provide instructional assistants to help engage and support students while teachers facilitate small group instruction |

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 45000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Provide instructional assistants to help engage and support students while teachers facilitate small group instruction |
| Amount           | 140,000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding IS teachers to support labs and reduced student loads   |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 45000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Provide instructional assistants to help engage and support students while teachers facilitate small group instruction |
| Amount           | 140000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding IS teachers to support labs and reduced student loads   |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 45000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Provide instructional assistants to help engage and support students while teachers facilitate small group instruction |
| Amount           | 140000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding IS teachers to support labs and reduced student loads   |

Action **11**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |                                      |   |   |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:              |

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners    | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                       |
| <u>Scope of Services</u>     | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide              | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide additional training and coaching to teachers to provide CCSS aligned instruction to high needs, and/or struggling students

**2018-19**

New  Modified  Unchanged

Provide additional training and coaching to teachers to provide CCSS aligned instruction to high needs, and/or struggling students

**2019-20**

New  Modified  Unchanged

Provide additional training and coaching to teachers to provide CCSS aligned instruction to high needs, and/or struggling students

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development training                     |
| Amount           | 84292.09  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Fund Middle School Specialist  |
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 4000-4999: Books And Supplies Purchase supplies needed for science and other projects to provide to low income students |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development training                     |
| Amount           | 84292.09  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Continue funding additional Middle School Specialist                         |
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 4000-4999: Books And Supplies Purchase supplies needed for science and other projects to provide to low income students |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development training                     |
| Amount           | 84292.09  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Continue funding additional Middle School Specialist                         |
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 4000-4999: Books And Supplies Purchase supplies needed for science and other projects to provide to low income students |

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS

**2018-19**

New  Modified  Unchanged

Provide professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS

**2019-20**

New  Modified  Unchanged

Provide professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 5000  |
| Source           | Title III   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development training |
| Amount           | 140000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries  |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 5000  |
| Source           | Title III   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development training |
| Amount           | 140000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries  |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 5000  |
| Source           | Title III   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development training |
| Amount           | 140000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries  |

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
|                  | Fund additional teachers to lower caseloads of teachers serving EL students in order to provide more time for direct instruction to EL students       |                  | Fund additional teachers to lower caseloads of teachers serving EL students in order to provide more time for direct instruction to EL students       |                  | Fund additional teachers to lower caseloads of teachers serving EL students in order to provide more time for direct instruction to EL students       |
| Amount           | 5000  | Amount           | 5000  | Amount           | 5000  |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures PD focused on multicultural inclusion, diversity and culturally relevant curriculum | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures PD focused on multicultural inclusion, diversity and culturally relevant curriculum | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures PD focused on multicultural inclusion, diversity and culturally relevant curriculum |

Action **13**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Increase instructional minutes on campus and continue funding bilingual instructional assistants and EL specialist

**2018-19**

New  Modified  Unchanged

Increase instructional minutes on campus and continue funding bilingual instructional assistants and EL specialist

**2019-20**

New  Modified  Unchanged

Increase instructional minutes on campus and continue funding bilingual instructional assistants and EL specialist

to provide primary language support to enable students to access content area instruction while gaining language proficiency

to provide primary language support to enable students to access content area instruction while gaining language proficiency

to provide primary language support to enable students to access content area instruction while gaining language proficiency

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 45000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund bilingual instructional assistants       |
| Amount           | 70000   |
| Source           | Title I   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund ELD specialist                         |
| Amount           | 60000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund IS teacher for EL teaching and support |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 45000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>continue to fund bilingual instructional assistant |
| Amount           | 70000  |
| Source           | Title I  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>continue to fund ELD specialist                  |
| Amount           | 60000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund IS teacher for EL teaching and support      |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 45000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>continue to fund bilingual instructional assistant |
| Amount           | 70000  |
| Source           | Title I  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>continue to fund ELD specialist                  |
| Amount           | 60000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund IS teacher for EL teaching and support      |

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

Many students enter SAVA after years of experiencing failure in a school setting. These students have often gone through a number of different Adverse Childhood Experiences (ACEs). These ACEs (e.g., abuse, neglect, homelessness, etc.) are stressful or traumatic events that have a tremendous impact, usually negative, in the development, health and well-being of children. In order for students at SAVA to be successful learners, they need to overcome many of the fears and doubts they have about school. Creating a respectful and collaborative school culture is oftentimes the first step in helping a student re-engage in their education and ultimately experience success.

In order to foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student, there is a need to:

- Train school staff in strategies used to build and promote a safe and positive learning environment
- Professional Development for all school staff focused on health and social emotional support for students.
- Improve the collaborative culture at SAVA among staff, students, families, and community.
- Expand health and social/emotional support services and interventions to students and their families
- Safely maintain and enhance facilities to provide adequate classroom space and relevant learning opportunities

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

| Metrics/Indicators   | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Student surveys showing a positive culture (local indicator)</li> </ul> | <ul style="list-style-type: none"> <li>• Over 400 students participated in a school culture survey in 16-17</li> </ul> | <ul style="list-style-type: none"> <li>• Collect over 400 students survey responses on school culture. Reach 95%</li> </ul> | <ul style="list-style-type: none"> <li>• Collect over 400 students survey responses on school culture. Reach 95%</li> </ul> | <ul style="list-style-type: none"> <li>• Collect over 400 students survey responses on school culture. Reach 95%</li> </ul> |

|   |   |  |  |  |
|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>Stakeholder culture surveys (local indicator)</li> <li>Percentage of teachers trained in Capturing Kids' Hearts (local indicator)</li> </ul> | <p>school year. 94% responded that SAVA has a safe, positive school climate</p> <ul style="list-style-type: none"> <li>Over 200 parents participated in a school culture survey in 16-17 school year. 96% responded that SAVA has a safe, positive school climate</li> <li>100% of FTE teacher have been CKH trained</li> </ul> | <p>response for safe, positive school climate</p> <ul style="list-style-type: none"> <li>Collect over 200 parents survey responses on school culture. Maintain 95% response for safe, positive school climate</li> <li>100% of FTE teachers will be CKH trained</li> </ul> | <p>response for safe, positive school climate</p> <ul style="list-style-type: none"> <li>Collect over 200 parents survey responses on school culture. Maintain 95% response for safe, positive school climate</li> <li>100% of FTE teachers will be CKH trained</li> </ul> | <p>response for safe, positive school climate</p> <ul style="list-style-type: none"> <li>Collect over 200 parents survey responses on school culture. Maintain 95% response for safe, positive school climate</li> <li>100% of FTE teachers will be CKH trained</li> </ul> |
|---|---|--|--|--|

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

School staff will receive training in Capturing Kids' Hearts and other support programs focused on school culture

School staff will receive training in Capturing Kids' Hearts and other support programs focused on school culture

School staff will receive training in Capturing Kids' Hearts and other support programs focused on school culture

**BUDGETED EXPENDITURES**

**2017-18**

Amount 5000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development training for school staff

**2018-19**

Amount 5000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development training for school staff

**2019-20**

Amount 5000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development training for school staff

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

All Students will receive quarterly workshops focusing on health and well-being topics (student safety, self -esteem, bullying, responsibility)

All Students will receive quarterly workshops focusing on health and well-being topics (student safety, self -esteem, bullying, responsibility)

All Students will receive quarterly workshops focusing on health and well-being topics (student safety, self -esteem, bullying, responsibility)

**BUDGETED EXPENDITURES**

**2017-18**

Amount 2000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Guest speakers and resources for workshops

**2018-19**

Amount 2000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Guest speakers and resources for workshops

**2019-20**

Amount 2000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Guest speakers and resources for workshops

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |   |  |  |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |  |  |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:               |  |  |

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |   |  |  |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income   |  |  |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide                    OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |  |  |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:                                |  |  |

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

School counselors and other staff will receive professional development training in meeting the social/emotional needs of students

School counselors and other staff will receive professional development training in meeting the social/emotional needs of students

School counselors and other staff will receive professional development training in meeting the social/emotional needs of students

**BUDGETED EXPENDITURES**

**2017-18**

Amount 5000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Conferences and trainings

**2018-19**

Amount 5000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Conferences and trainings

**2019-20**

Amount 5000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Conferences and trainings

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |  |  |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____   |  |  |

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income         |  |  |
| <u>Scope of Services</u>     | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |  |  |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____        |  |  |

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

School counselor will identify and link families/students with resources in the community to support the social/emotional needs and to help ensure academic success and track student retention and placement after high school.

School counselor will identify and link families/students with resources in the community to support the social/emotional needs and to help ensure academic success and track student retention and placement after high school.

School counselor will identify and link families/students with resources in the community to support the social/emotional needs and to help ensure academic success and track student retention and placement after high school.

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 76317.89   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>School Counselor                         |
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Student data tracking software |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 76317.89   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>School Counselor                         |
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Student data tracking software |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 76317.89   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>School Counselor                         |
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Student data tracking software |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:       |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

|                              |   |  |   |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth      | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide        | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools      | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans:                              |

|  |  |
|--|--|
|  |  |
|--|--|

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Enhance classroom facilities to provide safe, relevant learning opportunities for students

**2018-19**

New  Modified  Unchanged

Enhance classroom facilities to provide safe, relevant learning opportunities for students

**2019-20**

New  Modified  Unchanged

Enhance classroom facilities to provide safe, relevant learning opportunities for students

**BUDGETED EXPENDITURES**

**2017-18**

Amount: 125000  
 Source: Base  
 Budget Reference: 6000-6999: Capital Outlay Facility enhancements

**2018-19**

Amount: 125000  
 Source: Base  
 Budget Reference: 6000-6999: Capital Outlay Facility enhancements

**2019-20**

Amount: 125000  
 Source: Base  
 Budget Reference: 6000-6999: Capital Outlay Facility enhancements

Action **6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

School nurses available to serve students

**2018-19**

New  Modified  Unchanged

School nurses available to serve students

**2019-20**

New  Modified  Unchanged

School nurses available to serve students

BUDGETED EXPENDITURES

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 28197.85  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund two nurse positions  |
| Amount           | 4009.31   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund clerk to support nurse |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 28197.85  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund two nurse positions  |
| Amount           | 4009.31   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund clerk to support nurse |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 28197.85  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund two nurse positions  |
| Amount           | 4009.31   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund clerk to support nurse |

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Campus monitors to provide supervision on and around campus

**2018-19**

New  Modified  Unchanged

Campus monitors to provide supervision on and around campus

**2019-20**

New  Modified  Unchanged

Campus monitors to provide supervision on and around campus

**BUDGETED EXPENDITURES**

**2017-18**

Amount 42089.96  
 Source Supplemental and Concentration  
 Budget Reference 2000-2999: Classified Personnel Salaries  
 Fund two campus monitors

**2018-19**

Amount 42089.96  
 Source Supplemental and Concentration  
 Budget Reference 2000-2999: Classified Personnel Salaries  
 Fund current two campus monitors and add a third

**2019-20**

Amount 42089.96  
 Source Supplemental and Concentration  
 Budget Reference 2000-2999: Classified Personnel Salaries  
 Fund three campus monitors

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Training to administer social/emotional assessments to target need of foster youth

**2018-19**

New  Modified  Unchanged

Training to administer social/emotional assessments to target need of foster youth

**2019-20**

New  Modified  Unchanged

Training to administer social/emotional assessments to target need of foster youth

BUDGETED EXPENDITURES

**2017-18**

Amount 2000  
 Source Supplemental and Concentration  
 Budget Reference 5000-5999: Services And Other Operating Expenditures PD training for staff

**2018-19**

Amount 2000  
 Source Supplemental and Concentration  
 Budget Reference 5000-5999: Services And Other Operating Expenditures PD training for staff

**2019-20**

Amount 2000  
 Source Supplemental and Concentration  
 Budget Reference 5000-5999: Services And Other Operating Expenditures PD training for staff

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Create parent engagement program to enhance the involvement of parents in their child's education

**2018-19**

New  Modified  Unchanged

Create parent engagement program to enhance the involvement of parents in their child's education

**2019-20**

New  Modified  Unchanged

Create parent engagement program to enhance the involvement of parents in their child's education

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for parent engagement workshops   |
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Funding for community agencies to present at parent engagement workshops |
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Extra hours for staff to develop curriculum for parent engagement workshops                     |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for parent engagement workshops   |
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Funding for community agencies to present at parent engagement workshops |
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Extra hours for staff to develop curriculum for parent engagement workshops                     |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for parent engagement workshops   |
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Funding for community agencies to present at parent engagement workshops |
| Amount           | 5000   |
| Source           | Supplemental and Concentration   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Extra hours for staff to develop curriculum for parent engagement workshops                     |

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Identify and administer Social/Emotional assessments in order to target the needs of foster youth students

**2018-19**

New  Modified  Unchanged

Identify and administer Social/Emotional assessments in order to target the needs of foster youth students

**2019-20**

New  Modified  Unchanged

Identify and administer Social/Emotional assessments in order to target the needs of foster youth students

**BUDGETED EXPENDITURES**

**2017-18**

Amount 3000  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies Curriculum for needs assessment

**2018-19**

Amount 3000  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies Curriculum for needs assessment

**2019-20**

Amount 3000  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies Curriculum for needs assessment

Action **11**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide culturally and linguistically relevant learning materials to students

**2018-19**

New  Modified  Unchanged

Provide culturally and linguistically relevant learning materials to students

**2019-20**

New  Modified  Unchanged

Provide culturally and linguistically relevant learning materials to students

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration                                       |
| Budget Reference | 4000-4999: Books And Supplies Instructional materials                |
| Amount           | 7000   |
| Source           | Title III  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures PD for teachers |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration                                       |
| Budget Reference | 4000-4999: Books And Supplies Instructional materials                |
| Amount           | 7000   |
| Source           | Title III  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures PD for teachers |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration                                       |
| Budget Reference | 4000-4999: Books And Supplies instructional materials                |
| Amount           | 7000   |
| Source           | Title III  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures PD for teachers |

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 3

Increase student engagement and retention in school

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

Prior to attending SAVA, many students have a history of poor attendance and credit deficiency. As a result of serving a large population of students who enter the school an average of nearly one year behind academically, many SAVA students struggle to stay in school and graduate on time. The school recognizes the importance of increasing student persistence in school and providing the tools and resources necessary for students to get back on track to graduate.

In order to increase student engagement and retention in school there is a need to:

- Communicate effectively with parent/guardians through website, phone outreach, mobile app, mailings and meetings
- Increase Career Technical Education (CTE) opportunities for all students
- Increase extra-curricular activities (basketball, cross country, leadership, VAPA)
- Train teachers and staff to be responsive to students' culture and language
- Create an outreach program to locate dropouts

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19  | 2019-20  |
|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Persistence Rate (local indicator)</li> <li>• Graduation Rate (ASAM - local indicator)</li> <li>• Attendance Rate</li> <li>• Dropout Rate</li> </ul> | <ul style="list-style-type: none"> <li>• Persistence rate = 74%</li> <li>• 2016-2017 ASAM graduation rate = 80%</li> <li>• 2016-2017 Attendance rate = 96%</li> </ul> | <ul style="list-style-type: none"> <li>• Increase persistence rate (% of enrolled students with 90+ days enrolled) by 2% to 76% or higher</li> <li>• Increase ASAM graduation rate by 2% to 82% or higher</li> </ul> | <ul style="list-style-type: none"> <li>• Increase persistence rate (% of enrolled students with 90+ days enrolled) by 2% to 78% or higher</li> <li>• Increase ASAM graduation rate by 2% to 84% or higher</li> </ul> | <ul style="list-style-type: none"> <li>• Increase persistence rate (% of enrolled students with 90+ days enrolled) by 2% to 80% or higher</li> <li>• Increase ASAM graduation rate by 2% to 86% or higher</li> </ul> |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>2015-2016 Dropout rate = 43%</li> </ul> | <ul style="list-style-type: none"> <li>Maintain attendance rate above 95%</li> <li>Decrease dropout rate by 2% to 41%</li> </ul> | <ul style="list-style-type: none"> <li>Maintain attendance rate above 95%</li> <li>Decrease dropout rate by 2% to 39%</li> </ul> | <ul style="list-style-type: none"> <li>Maintain attendance rate above 95%</li> <li>Decrease dropout rate by 2% to 37%</li> </ul> |
|--|--|--|--|--|

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Communicate regularly through radio, website, phone outreach, mobile app, mailings and meetings

**2018-19**

New  Modified  Unchanged

Communicate regularly through radio, website, phone outreach, mobile app, mailings and meetings

**2019-20**

New  Modified  Unchanged

Communicate regularly through radio, website, phone outreach, mobile app, mailings and meetings

**BUDGETED EXPENDITURES**

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | 37,029   | Amount           | 37,029   | Amount           | 37,029   |
| Source           | Supplemental and Concentration   | Source           | Supplemental and Concentration   | Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Provide information to key stakeholders through radio, website, mobile app | Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Provide information to key stakeholders through radio, website, mobile app | Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Provide information to key stakeholders through radio, website, mobile app |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  |
| CTE Director/VP will coordinate with local community colleges to increase articulated CTE offerings and dual enrollment opportunities for SAVA students | CTE Director/VP will coordinate with local community colleges to increase articulated CTE offerings and dual enrollment opportunities for SAVA students | CTE Director/VP will coordinate with local community colleges to increase articulated CTE offerings and dual enrollment opportunities for SAVA students |

[BUDGETED EXPENDITURES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

|                  |   |                  |  |                  |   |
|------------------|---|------------------|--|------------------|---|
| Amount           | 53141.58  | Amount           | 53141.58   | Amount           | 53141.58  |
| Source           | Base  | Source           | Base   | Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund VP/Program Specialist position | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund VP/ Program Specialist position | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund VP/Program Specialist position |

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Create outreach program to locate dropouts and provide additional support to reconnect to school

**2018-19**

New  Modified  Unchanged

Create outreach program to locate dropouts and provide additional support to reconnect to school

**2019-20**

New  Modified  Unchanged

Create outreach program to locate dropouts and provide additional support to reconnect to school

**BUDGETED EXPENDITURES**

**2017-18**

|        |          |
|--------|----------|
| Amount | 80472.90 |
|--------|----------|

**2018-19**

|        |          |
|--------|----------|
| Amount | 80472.90 |
|--------|----------|

**2019-20**

|        |          |
|--------|----------|
| Amount | 80472.90 |
|--------|----------|

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund Counselor  | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund Counselor  | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Fund Counselor  |
| Amount           | 10000   | Amount           | 10000   | Amount           | 10000   |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Extra hours for home visits to struggling students                              | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Extra hours for home visits to struggling students                              | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Extra hours for home visits to struggling students                              |
| Amount           | 5000  | Amount           | 5000  | Amount           | 5000  |
| Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  | Source           | Supplemental and Concentration  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Extra hours for home visits to struggling students                                | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Extra hours for home visits to struggling students                                | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Extra hours for home visits to struggling students                                |
| Amount           | 5000  | Amount           | 5000  | Amount           | 5000  |
| Source           | Base  | Source           | Base  | Source           | Base  |
| Budget Reference | 5800: Professional/Consulting Services<br>And Operating Expenditures<br>PD focused on parent engagement and student retention | Budget Reference | 5800: Professional/Consulting Services<br>And Operating Expenditures<br>PD focused on parent engagement and student retention | Budget Reference | 5800: Professional/Consulting Services<br>And Operating Expenditures<br>PD focused on parent engagement and student retention |

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Fund At-Risk Specialist to implement ARK program to re-engage dropouts

**2018-19**

New     Modified     Unchanged

Fund At-Risk Specialist to implement outreach program to locate dropouts

**2019-20**

New     Modified     Unchanged

Fund At-Risk Specialist to implement outreach program to locate dropouts

**BUDGETED EXPENDITURES**

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 91251.97  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund At-Risk Specialist |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 91251.97  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund At-Risk Specialist |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 91251.97  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund At-Risk Specialist |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All     Students with Disabilities     [Specific Student Group(s)]

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide more varied opportunities for students to engage in rigorous learning through technology based curriculum and project based learning

**2018-19**

New  Modified  Unchanged

Provide more varied opportunities for students to engage in rigorous learning through technology based curriculum and project based learning

**2019-20**

New  Modified  Unchanged

Provide more varied opportunities for students to engage in rigorous learning through technology based curriculum and project based learning

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies<br>Online curriculum and support resources to support college and career readiness |
| Amount           | 114086.13  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Mentors to support increased CTE offerings                           |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies<br>Online curriculum and support resources to support college and career readiness |
| Amount           | 114086.13  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Mentors to support increased CTE offerings                           |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | 10000  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 4000-4999: Books And Supplies<br>Online curriculum and support resources to support college and career readiness |
| Amount           | 114086.13  |
| Source           | Supplemental and Concentration   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Mentors to support increased CTE offerings                           |

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

Expand extra-curricular activities and VAPA programs available to students to increase student engagement in school

**2018-19**

- New     Modified     Unchanged

Expand extra-curricular activities and VAPA programs available to students to increase student engagement in school

**2019-20**

- New     Modified     Unchanged

Expand extra-curricular activities and VAPA programs available to students to increase student engagement in school

BUDGETED EXPENDITURES

**2017-18**

|                  |   |
|------------------|---|
| Amount           | 10000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Fund sports programs        |
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 4000-4999: Books And Supplies<br>Fund VAPA class supplies/materials for each campus |
| Amount           | 60000   |
| Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries  |

**2018-19**

|                  |   |
|------------------|---|
| Amount           | 10000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Fund sports programs        |
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 4000-4999: Books And Supplies<br>Fund VAPA class supplies/materials for each campus |
| Amount           | 60000   |
| Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries  |

**2019-20**

|                  |   |
|------------------|---|
| Amount           | 10000   |
| Source           | Supplemental and Concentration  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Fund sports programs        |
| Amount           | 5000  |
| Source           | Supplemental and Concentration  |
| Budget Reference | 4000-4999: Books And Supplies<br>Fund VAPA class supplies/materials for each campus |
| Amount           | 60000   |
| Source           | Base  |
| Budget Reference | 1000-1999: Certificated Personnel Salaries  |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
|                  | Continue funding PE Specialist to create and run sports programs/clubs for students                                  |                  | Continue funding PE Specialist to create and run new sports programs/clubs for students                              |                  | Continue funding PE Specialist to create and run sports programs/clubs for students                                  |
| Amount           | 60000  | Amount           | 60000  | Amount           | 60000  |
| Source           | Base   | Source           | Base   | Source           | Base   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding Electives Specialists to manage and/or create courses | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding Electives Specialists to manage and/or create courses | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Continue funding Electives Specialists to manage and/or create courses |

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Offer classes geared towards violence prevention and social, emotional and mental health

**2018-19**

New  Modified  Unchanged

Offer classes geared towards violence prevention and social, emotional and mental health

**2019-20**

New  Modified  Unchanged

Offer classes geared towards violence prevention and social, emotional and mental health

[BUDGETED EXPENDITURES](#)

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | 5000   | Amount           | 5000   | Amount           | 5000   |
| Source           | Supplemental and Concentration                                       | Source           | Supplemental and Concentration                                       | Source           | Supplemental and Concentration                                       |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Curriculum development | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Curriculum development | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Curriculum development |

Action **8**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Host student engagement/recognition events   | Host student engagement/recognition events   | Host student engagement/recognition events   |

BUDGETED EXPENDITURES

| 2017-18     | 2018-19     | 2019-20     |
|-------------|-------------|-------------|
| Amount 5000 | Amount 5000 | Amount 5000 |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Source           | Supplemental and Concentration                                     | Source           | Supplemental and Concentration                                     | Source           | Supplemental and Concentration                                     |
| Budget Reference | 4000-4999: Books And Supplies<br>Materials and supplies for events | Budget Reference | 4000-4999: Books And Supplies<br>Materials and supplies for events | Budget Reference | 4000-4999: Books And Supplies<br>Materials and supplies for events |

**Action 9**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Teacher training geared towards cultural awareness   | Teacher training geared towards cultural awareness   | Teacher training geared towards cultural awareness   |

BUDGETED EXPENDITURES

| 2017-18                                | 2018-19                                | 2019-20                                |
|--|--|--|
| Amount: 2500                           | Amount: 2500                           | Amount: 2500                           |
| Source: Supplemental and Concentration | Source: Supplemental and Concentration | Source: Supplemental and Concentration |

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development training

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development training

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development training

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Ongoing parent training for bilingual parents at ELAC meetings and other parent training nights focused on student academics and opportunities at SAVA.

**2018-19**

New  Modified  Unchanged

Ongoing parent training for bilingual parents at ELAC meetings and other parent training nights focused on student academics and opportunities at SAVA.

**2019-20**

New  Modified  Unchanged

Ongoing parent training for bilingual parents at ELAC meetings and other parent training nights focused on student academics and opportunities at SAVA.

BUDGETED EXPENDITURES

**2017-18**

Amount 1000  
Source Supplemental and Concentration

**2018-19**

Amount 1000  
Source Supplemental and Concentration

**2019-20**

Amount 1000  
Source Supplemental and Concentration

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Consulting fees for parent engagement classes and training | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Consulting fees for parent engagement classes and training | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Consulting fees for parent engagement classes and training |
| Amount           | 3000   | Amount           | 3000   | Amount           | 3000   |
| Source           | Supplemental and Concentration   | Source           | Supplemental and Concentration   | Source           | Supplemental and Concentration   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Translation Services  | Budget Reference | 5000-5999: Services And Other Operating Expenditures Translation Services  | Budget Reference | 5000-5999: Services And Other Operating Expenditures Translation Services  |

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Fund school counselor position to improve communication to parents/guardians to keep them well informed about school and community opportunities for SAVA's ELL's, foster youth and low income students.

**2018-19**

New  Modified  Unchanged

Fund school counselor position to improve communication to parents/guardians to keep them well informed about school and community opportunities for SAVA's ELL's, foster youth and low income students.

**2019-20**

New  Modified  Unchanged

Fund school counselor position to improve communication to parents/guardians to keep them well informed about school and community opportunities for SAVA's ELL's, foster youth and low income students.

**BUDGETED EXPENDITURES**

| <b>2017-18</b>   |   | <b>2018-19</b>   |   | <b>2019-20</b>   |   |
|------------------|---|------------------|---|------------------|---|
| Amount           | 80472.90  | Amount           | 80472.90  | Amount           | 80472.90  |
| Source           | Supplemental and Concentration                                      | Source           | Supplemental and Concentration                                      | Source           | Supplemental and Concentration                                      |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund school counselor | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund school counselor | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Fund school counselor |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$2,039,034

Percentage to Increase or Improve Services: 29.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Sacramento Academic and Vocational Academy's estimated Supplemental and Concentration grant funding calculated on the number of unduplicated low income, foster youth, and English learner pupils is \$2,039,034. SAVA's projected unduplicated pupil count is 85%. In the LCAP, there are services directed towards low income students, foster youth and EL's, however since SAVA's unduplicated count is so high many of the services in the plan will affect other students. SAVA is providing more than 29.57% of increased or improved services above the base program.

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

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

A. Additional para educators on campus: Para educator salaries will be funded to provide additional academic support and tutoring opportunities to student on campus.

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

C. Summer school: Summer school will be available to help credit deficient students graduate on time.

D. Provide wifi hot spots: Low income students will be provided with free access to wi-fi hot spots to ensure accessibility to all school curriculum and supplemental educational resources.

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

Goal 2: Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well being for each student.

A. School counselor: Counselor will identify and link families with school and community resources to ensure social/emotional needs are met for each student. Counselor will track student retention and assist with proper work or college placement after high school.

B. Campus monitors: Campus monitors will be hired to assist with campus safety and ensure a safe learning environment for students.

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

D. Parent engagement program: SAVA will create a parent engagement curriculum and program to help parents identify ways to better support their student at home and how to become more actively involved in school governance.

E. Culturally relevant curriculum: SAVA will provide access to culturally relevant learning materials to students.

Goal 3: Increase student engagement and retention in school

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

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

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

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

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### 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 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?