

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Scotts Valley Unified School District
<b>CDS Code:</b>	44754320000000
<b>LEA Contact Information:</b>	Name: Michelle A. Stewart Position: Assistant Superintendent of Educational Services Phone: 831-438-1820 ext 114
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$21,974,144
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$580,573
<b>All Other State Funds</b>	\$1,633,000
<b>All Local Funds</b>	\$446,452
<b>All federal funds</b>	\$1,450,418
<b>Total Projected Revenue</b>	\$25,504,014

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$27,969,437
<b>Total Budgeted Expenditures in the LCAP</b>	\$1,400,865
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$953,200
<b>Expenditures not in the LCAP</b>	\$26,568,572

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$418,500.00
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$723,274.00

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$372,627
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$304,774

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Scotts Valley's revises its budget twice in any given year. The current revised budget includes all operational expenses which were excluded from the Learning Continuity Plan, which was approved at the district's September 22, 2020 board meeting. The majority of general funds are dedicated to salaries and facilities in SVUSD. Additionally, the costs of special education in our district are high. Other items that are covered outside of what is included in the LCAP are athletics, maintenance, and supplies.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scotts Valley Unified School District

CDS Code: 44754320000000

School Year: 2021-22

LEA contact information:

Michelle A. Stewart

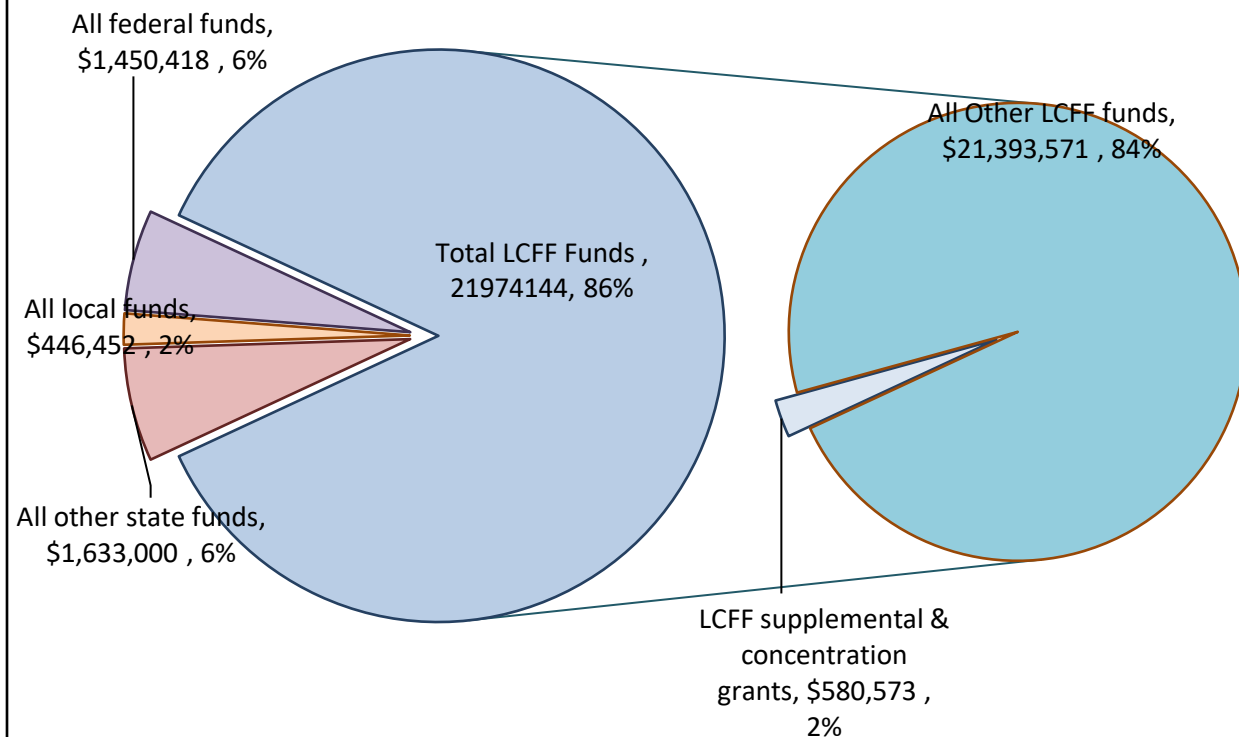
Assistant Superintendent of Educational Services

831-438-1820 ext 114

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

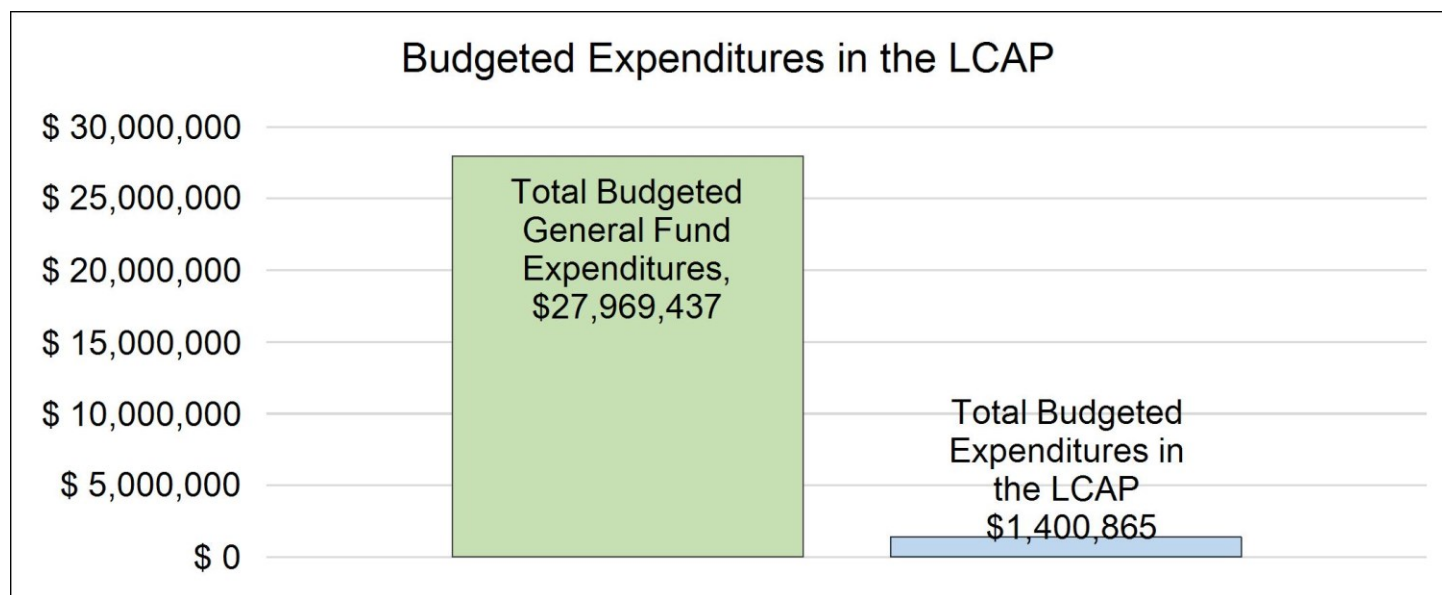


This chart shows the total general purpose revenue Scotts Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Scotts Valley Unified School District is \$25,504,014, of which \$21,974,144 is Local Control Funding Formula (LCFF), \$1,633,000 is other state funds, \$446,452 is local funds, and \$1,450,418 is federal funds. Of the \$21,974,144 in LCFF Funds, \$580,573 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Scotts Valley Unified School District plans to spend \$27,969,437 for the 2021-22 school year. Of that amount, \$1,400,865 is tied to actions/services in the LCAP and \$26,568,572 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

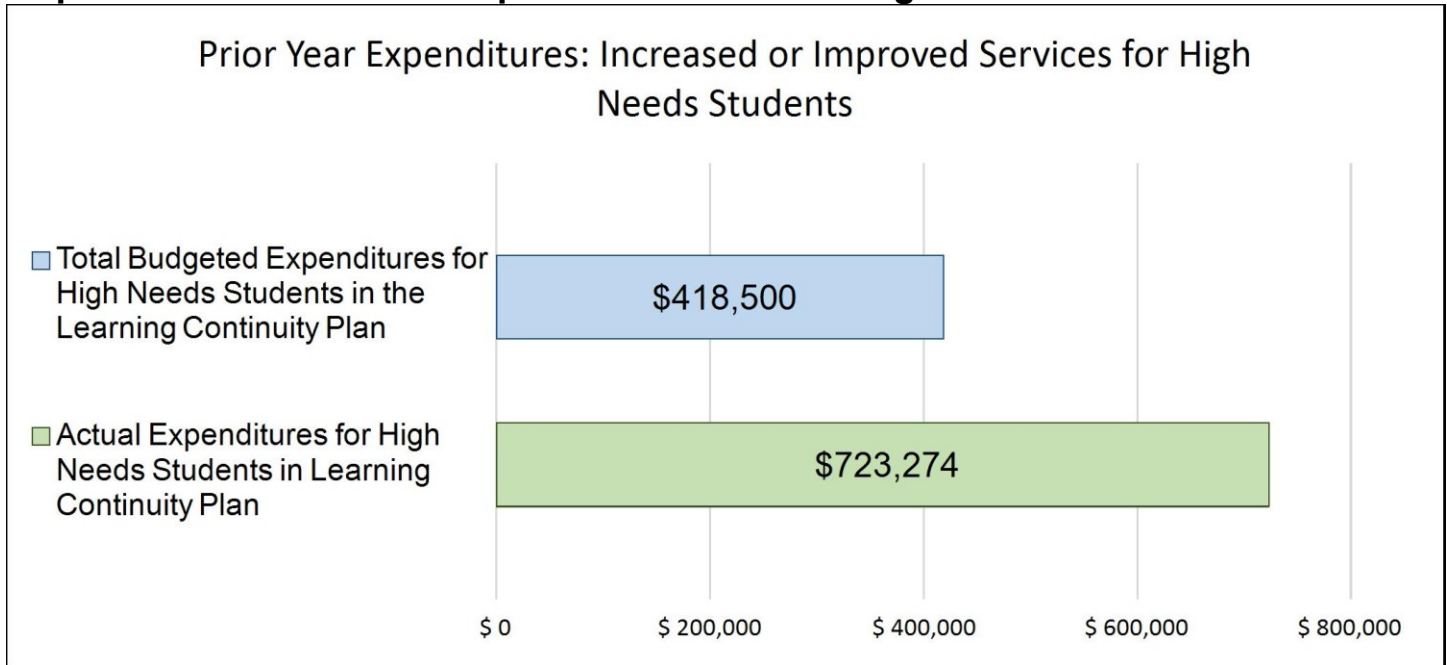
Scotts Valley's revises its budget twice in any given year. The current revised budget includes all operational expenses which were excluded from the Learning Continuity Plan, which was approved at the district's September 22, 2020 board meeting. The majority of general funds are dedicated to salaries and facilities in SVUSD. Additionally, the costs of special education in our district are high. Other items that are covered outside of what is included in the LCAP are athletics, maintenance, and supplies.

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

In 2021-22, Scotts Valley Unified School District is projecting it will receive \$580,573 based on the enrollment of foster youth, English learner, and low-income students. Scotts Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scotts Valley Unified School District plans to spend \$953,200 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Scotts Valley Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Scotts Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Scotts Valley Unified School District's Learning Continuity Plan budgeted \$418,500.00 for planned actions to increase or improve services for high needs students. Scotts Valley Unified School District actually spent \$723,274.00 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Scotts Valley Unified School District	Michelle A. Stewart Assistant Superintendent of Educational Services	mstewart@scottsvalleysd.org 831-438-1820 ext 114

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

## Goal 1

SVUSD will provide comprehensive programs to improve student performance and address needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                Priority 2: State Standards (Conditions of Learning)  
                                Priority 3: Parental Involvement (Engagement)  
                                Priority 4: Pupil Achievement (Pupil Outcomes)  
                                Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> a) Smarter Balanced Assessment (SBA) data <b>19-20</b> a) The percentage of students meeting English Language Arts (ELA) proficiency: will meet the following growth targets: *Each grade level will improve by a minimum of 2%. *SED: +7% *EL - Based on standard scores +7% (2 students) *SPED: Students will, at a minimum, meet the state target. *Students who have ever been EL +2%.(This is a new metric.)	a) Smarter Balanced Assessment (SBA) data was not available due to COVID-19.

Expected	Actual
<p><b>Baseline</b>  a) The percentage of students meeting English Language Arts (ELA) proficiency:  ELA: All: 67%  SED: 39%  EL 8%  SPED: 15%  Ever EL (added 2018) 40%</p> <p><b>Metric/Indicator</b>  b) Smarter Balanced Assessment (SBA) data</p> <p><b>19-20</b>  b) The percentage of students meeting Math will meet the following growth targets:  *Each grade level will improve by a minimum of 2%.  *SED: +7%  *EL - Based on standard scores +7% (2 students)  *SPED: Students will, at a minimum, meet the state target.  *Students who have ever been EL +2%.(This is a new metric.)</p> <p><b>Baseline</b>  b) The percentage of students meeting Math proficiency will be determined by the Smarter Balanced Assessment (SBA) proficiency  All: 62%  SED: 39%  EL 19%  SPED:16 %  Ever EL (added 2018) 50%</p>	<p>b) Smarter Balanced Assessment (SBA) data was not available due to COVID-19.</p>

Expected	Actual
<p><b>Metric/Indicator</b> c) Smarter Balanced Assessment (SBA) data</p> <p><b>19-20</b> c) Maintain</p> <p><b>Baseline</b> c) AYP for 2016-17 is based on student participation in the CAASPP test. 95%</p>	<p>c) Smarter Balanced Assessment (SBA) data was not available due to COVID-19.</p>
<p><b>Metric/Indicator</b> d) CELDT/ELPAC data</p> <p><b>19-20</b> d) Maintain. A new baseline may be established once the summative ELPAC results are in.</p> <p><b>Baseline</b> d) 62% of English learners demonstrated at least one year of progress annually toward English fluency.</p>	<p>d) As of the 2019 Dashboard, 71.1% of students made progress towards English Language Proficiency. This is in the very high range, and meets the goal of this metric.</p>
<p><b>Metric/Indicator</b> e) EL Reclassification rate</p> <p><b>19-20</b> e) At least 20% of English Language Learners will reclassify each year using California's reclassification criteria, including ELPAC performance.</p> <p><b>Baseline</b> e) 18% of total English Learners were reclassified, 32% of students in grades 2nd-12th.</p>	<p>e) Because of the COVID-19 pandemic, the Summative ELPAC was suspended in 2019-20. SVUSD reviewed student grades and progress, and chose to wait to reclassify students until 2020-21.</p>
<p><b>Metric/Indicator</b> f) International Baccalaureate (IB) test results</p> <p><b>19-20</b> f) IB exams % passed will maintain with at least a score of 4 or higher.</p> <p><b>Baseline</b></p>	<p>f) The number of IB exams with a passing score exceeded the baseline of 85%. 89% of students achieved at least a score of 4 or higher.</p>



Expected	Actual
<p>f) The overall percentage of students who have passed at least one International Baccalaureate (IB) test with a score of 4 or higher. 85%</p> <p><b>Metric/Indicator</b> g) Teacher credentials (Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System- CALPADS)</p> <p><b>19-20</b> g) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p><b>Baseline</b> g) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p>	<p>g) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p>
<p><b>Metric/Indicator</b> h) Instructional Materials (SARC/ Williams' Act)</p> <p><b>19-20</b> h) 100% of students in the school district have sufficient access to the standards aligned instructional materials</p> <p><b>Baseline</b> h) 100% of students in the school district have sufficient access to the standards aligned instructional materials</p>	<p>h) 100% of students in the school district have sufficient access to the standards aligned instructional materials.</p>
<p><b>Metric/Indicator</b> i) Professional Development (Opportunities, Calendar, district reporting form)</p> <p><b>19-20</b> i) 100% of teachers are offered Professional Development in training that implements standards and apply strategies.</p> <p><b>Baseline</b></p>	<p>i) 100% of teachers are offered Professional Development in training that implements standards and apply strategies.</p>

Expected	Actual
i) 100% of teachers are offered Professional Development in training that implements standards and apply strategies.	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue providing quality program for English Learners, including EL teachers at all sites. Focus will be on vocabulary development, particularly in the area of math. Other elements include homework clubs, increased roles and responsibilities of community liaison/EL Outreach, and administrative support (Director of Curriculum, Instruction and Assessment) to regularly examine caseloads.	<p>Certificated salaries, hourly Extra Work Agreements for EL teachers, coordinator 1000-1999: Certificated Personnel Salaries Supplemental 53,000</p> <p>Support materials, including Chromebooks for students who need them 4000-4999: Books And Supplies Title III 1000</p> <p>0</p> <p>Administrative salary percentage 1000-1999: Certificated Personnel Salaries Supplemental 11,000</p> <p>Rosetta Stone 5000-5999: Services And Other Operating Expenditures Title I 1250</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 10,500</p> <p>After school support SVMS for English Learners 1000-1999: Certificated Personnel Salaries Title III 3990</p> <p>Admin Support for English Learners 2000-2999: Classified Personnel Salaries Supplemental 1500</p>	<p>Certificated salaries, hourly Extra Work Agreements for EL teachers, coordinator 1000-1999: Certificated Personnel Salaries Supplemental 37240</p> <p>Support materials, including Chromebooks for students who need them 4000-4999: Books And Supplies Title III 375</p> <p>Support Materials for English Learners 4000-4999: Books And Supplies Supplemental 175</p> <p>Administrative salary percentage 1000-1999: Certificated Personnel Salaries Supplemental 12785</p> <p>Rosetta Stone 5000-5999: Services And Other Operating Expenditures Title I 1370</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 14128</p> <p>In school and after school support SVMS for English Learners 1000-1999: Certificated Personnel Salaries Title III 3295</p> <p>Admin Support for English Learners 2000-2999: Classified Personnel Salaries Supplemental 3500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Travel and Conferences for English Learner Support 5000-5999: Services And Other Operating Expenditures Supplemental 1150
		In school and after school support SVMS for English Learners 3000-3999: Employee Benefits Title III 368
Support with data talks surrounding common assessments and Illuminate. Continue assessment committee to ensure compliance, agreement and analysis.	Support for On-Track system, data support 2000-2999: Classified Personnel Salaries Supplemental 6500	Support for On-Track system, data support 2000-2999: Classified Personnel Salaries Supplemental 0
	National Clearinghouse moved to Goal 3 5000-5999: Services And Other Operating Expenditures Supplemental 0	National Clearinghouse moved to Goal 3 0
	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 4000	EWRs for teachers giving assessments 1000-1999: Certificated Personnel Salaries Supplemental 4760
	Curriculum Council and Assessment Committee substitutes 3000-3999: Employee Benefits Supplemental 1000	Curriculum Council and Assessment Committee substitutes 3000-3999: Employee Benefits Supplemental Included above
	Curriculum Council and Assessment Committee substitutes 1000-1999: Certificated Personnel Salaries Supplemental 4000	Curriculum Council and Assessment Committee substitutes 1000-1999: Certificated Personnel Salaries Supplemental 2000
Continue to implement enrichment, tutorial and intervention programs at all sites (Rtl-Response to Intervention). Ensure that students are receiving support in both math and ELA. Use protocols for progress monitoring for intervention; provide after school homework or support.	Classified Hourly support (Extra Work Agreements) for intervention support (High School) 2000-2999:	Classified Hourly support (Extra Work Agreements) for intervention support (High School) 2000-2999:

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Determine and implement opportunities and resources for students needing alternative/additional supports to address various needs of all levels of students. Support Alt Ed (K Street) at SVHS. Provide training for teachers in curricular strategies and differentiation.</p>	<p>Classified Personnel Salaries Supplemental 6500</p> <p>Certificated Hourly support (Extra Work Agreements) for intervention support (Vine Hill and SVMS) 1000-1999: Certificated Personnel Salaries Title I 55,000</p> <p>Certificated Hourly support (Extra Work Agreements) for intervention support (All sites) 1000-1999: Certificated Personnel Salaries Supplemental 46,000</p> <p>Supplies for Intervention classes, including Chromebooks for students who need them at home, support for Alt Ed SVHS 4000-4999: Books And Supplies Supplemental 6500</p> <p>Classified Hourly support (Extra Work Agreements) for intervention support (Elementary Schools) 2000-2999: Classified Personnel Salaries Title I 15,000</p> <p>.2 Advisory teacher at SVHS K Street 1000-1999: Certificated Personnel Salaries Supplemental 19,400</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 11,000</p> <p>Benefits 3000-3999: Employee Benefits Title I 30,000</p> <p>Intervention program for 3rd-5th grades with an emphasis on math</p>	<p>Classified Personnel Salaries Supplemental 18575</p> <p>Certificated Hourly support (Extra Work Agreements and substitutes) for intervention support (Vine Hill and SVMS) 1000-1999: Certificated Personnel Salaries Title I 34600</p> <p>Certificated Hourly support (Extra Work Agreements and substitutes) for intervention support (All sites) 1000-1999: Certificated Personnel Salaries Supplemental 23350</p> <p>Supplies for Intervention classes, including Chromebooks for students who need them at home, support for Alt Ed SVHS 4000-4999: Books And Supplies Supplemental 6600</p> <p>Classified Hourly support (Extra Work Agreements) for intervention support (Elementary Schools) 2000-2999: Classified Personnel Salaries Title I 4713</p> <p>.2 Advisory teacher at SVHS K Street 1000-1999: Certificated Personnel Salaries Supplemental 14225</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 14076</p> <p>Benefits 3000-3999: Employee Benefits Title I 21463</p> <p>Intervention program for 3rd-5th grades with an emphasis on math</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>(Low Performing student block grant=LPSBG) 1000-1999: Certificated Personnel Salaries Other 20,000</p> <p>Math co-requisite class Scotts Valley High School (LPSBG) 1000-1999: Certificated Personnel Salaries Other 20,000</p> <p>LPSBG 3000-3999: Employee Benefits Other 10,000</p> <p>After school support for students requiring academic intervention (LPSBG) 1000-1999: Certificated Personnel Salaries Other 3000</p> <p>IXL, portions of differentiated curriculum 4000-4999: Books And Supplies Title I 1700</p> <p>SVMI dues 5000-5999: Services And Other Operating Expenditures Title II 6000</p> <p>Math Co-Requisite Class SVHS 1000-1999: Certificated Personnel Salaries Supplemental 17,500</p>	<p>(Low Performing student block grant=LPSBG) 1000-1999: Certificated Personnel Salaries Other 1975</p> <p>Math co-requisite class Scotts Valley High School (LPSBG) 1000-1999: Certificated Personnel Salaries Other 19315</p> <p>LPSBG 3000-3999: Employee Benefits Other 12620</p> <p>School support for students requiring academic intervention, subs(LPSBG) 1000-1999: Certificated Personnel Salaries Other 12357</p> <p>Materials 4000-4999: Books And Supplies Title I 1371</p> <p>SVMI dues 5000-5999: Services And Other Operating Expenditures Title II 0</p> <p>Math Co-Requisite Class SVHS 1000-1999: Certificated Personnel Salaries Other 17,500</p> <p>Teachers to support Math and Reading at SVMS 1000-1999: Certificated Personnel Salaries Title I 26,500</p>
Continue collaboration and coordination with SCCOE (Santa Cruz County Office of Education) Foster Youth Services to implement the Foster Youth Tool Kit and evaluate programs and services in place to support Foster Youth.	No cost to the District 0	No cost to the District 0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Create an inclusive culture for parents of English Learners by providing parent outreach for understanding in the education system, expectations, resources, and supports for children's performance. Consider after school language tutoring for parents, such as Rosetta Stone.	Childcare for Parent Meetings 2000-2999: Classified Personnel Salaries Supplemental 250  DELAC Meetings EWRs 1000-1999: Certificated Personnel Salaries Supplemental 1000	Childcare for Parent Meetings 2000-2999: Classified Personnel Salaries Supplemental 0  DELAC Meetings EWR 1000-1999: Certificated Personnel Salaries Supplemental 0
Discontinued action. (See Annual Update)		
Provide professional development (workshops, coaching, planning time) to support the use of academic standards, instructional technology, support for teachers with students with special needs, and climate and culture. Provide differentiated and teacher led PD. Focus will primarily be on unduplicated students.	SVMI, Workshop, Curriculum, IT, Differentiation, Climate and Culture 5000-5999: Services And Other Operating Expenditures Supplemental 11,000  Substitutes, EWA 1000-1999: Certificated Personnel Salaries Supplemental 3500	SVMI, Workshop, Curriculum, IT, Differentiation, Climate and Culture 5000-5999: Services And Other Operating Expenditures Supplemental 0  Substitutes, EWA 1000-1999: Certificated Personnel Salaries Supplemental 0

## Goal Analysis

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

Because of the Global Pandemic and School Closures, students were not able to be given the same supports as when schools are in person, or when instruction is given remotely. Although students were offered one on one meetings remotely, our campuses were not open. Therefore, many of the actions and services were not completed, and funds were not expended as budgeted and planned.

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

SVUSD has been able to meet the needs of students in a variety of ways. One area of success is with English Learners. SVUSD continues to reach out to families individually and finds ways to support language development. For instance, for newcomers, Graphic Novels and novels in students' home language were purchased so that there could still be content understanding. Teachers of English Learners, along with administrators, participated in a Multi-Lingual Network offered through the County Office of Education, and have been able to implement new strategies and create learning goals for students.

There are dedicated English Learner teachers at every site. At the elementary schools, teachers pull students on a regular basis and work on sentence structure, vocabulary development, reading, writing, and spelling. They support language development across the curriculum, particularly in science and math. At the Middle School and High School, because there are so few students, most are supported in their English classes. All students have individual goals. There were a few students who were newcomers that were given 1:1 support within particular classes, and materials were provided, such as translated texts. All English Learner students have access to Rosetta Stone.

There are strong intervention programs at every site, and the high school particularly continues to offer new learning options. For instance, in 2019-20, they moved from a Math pre-requisite class to a co-requisite class. This means that students who struggle in math take two math classes, one that offers specific supports and interventions. Student grades were as good as or better than those not enrolled in both classes.

Even though schools were closed in March, student needs were still met. Teachers offered online resources, created packets, met with students remotely one on one and/or in small groups, and checked in on a regular basis. There was focused outreach on English Learners and Low-Socio Economic students.

## Goal 2

SVUSD will provide a safe and engaging environment for students.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> a) School Facilities (FIT report-SARC)	a) 100% of school facilities are maintained in good repair, which is a baseline improvement.
<b>19-20</b> a) Maintain	
<b>Baseline</b> a) 75% of school facilities are maintained in good repair	
<b>Metric/Indicator</b> b) School Connectedness (CHKS or Gallup Poll)	b) Gallup Poll 2019: The number of students who showed meaningful participation
<b>19-20</b> b) Students scores will be analyzed with a possible new focus on "Meaningful Participation"	(elementary): 65% (Gallup) This was a 5% decrease from 2017. (secondary) 44% (Gallup) This was an overall 9% increase from 2017, however, the Middle school students' scores decreased while the high school increased.
<b>Baseline</b> b)The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness bi---annually "I am given a chance to decide things"	



Expected	Actual
5th-42%; 7th-21%; 9th-27%; 11th-23% b) School connectedness & engagement: (elementary): 17-18 = 70% (Gallup) (secondary) 17-18 = 35% (Gallup)	
<b>Metric/Indicator</b> c) School Attendance Rates ( Annual P2 Attendance) <b>19-20</b> c) Maintain <b>Baseline</b> c) School Attendance Rates 95%	c) School Attendance Rates 96% This is a positive increase of 1%.
<b>Metric/Indicator</b> d)Truancy Rate (CALPADS 2015-16) <b>19-20</b> d) The Truancy rate will decrease by 3%. <b>Baseline</b> d) Truancy rate 26%	d) Truancy is now reported as Chronic Absenteeism.  In 2016-17 the Chronic Absenteeism rate was 8% The last year of Data Quest reports was 2018-19, with a Chronic Absenteeism rate of 6.3%, which is a positive decrease of 1.7%.
<b>Metric/Indicator</b> e) Suspension Rate (CALPADS 2015-16) <b>19-20</b> e) Maintain no more than 2% <b>Baseline</b> e) Suspension rate 1.8%	e) Suspension rate 0.9%. The rate has been decreased by 50%.
<b>Metric/Indicator</b> f) Expulsion Rate (CALPADS 2015-16) <b>19-20</b> f) Maintain <b>Baseline</b> f) Expulsion rate Less than 1% <b>Metric/Indicator</b>	f) The expulsion rate continued to be less than 1%.         g) There were many planned professional development opportunities in 2019-2020. However, because of the Global

Expected	Actual
<p>g) PBIS opportunities (Professional Development Calendar)</p> <p><b>19-20</b></p> <p>g) Maintain</p> <p><b>Baseline</b></p> <p>g) PBIS 21 separate trainings</p>	<p>Pandemic, most were postponed. However, there were multiple trainings focused on technology and distance learning for all staff.</p>
<p><b>Metric/Indicator</b></p> <p>h) Parent engagement (surveys)</p> <p><b>19-20</b></p> <p>h) Increase Parent Survey return rate by 5%; increase understanding of standards expected by 3%</p> <p><b>Baseline</b></p> <p>h) Parent engagement</p> <p>Parent advisory survey return rate (Parent engagement and homework) 20%</p> <p>School Site Council return rate 35%</p> <p>common questions:</p> <p>"My child feels safe at school" 88%</p> <p>"I understand CCSS and/or standards expected" 60%</p> <p>"My child's academic needs are met" 76%</p> <p>"My input is sought in decision making at the site and/or district level."</p> <p>"I participate in schoolwide and/or district wide events."</p> <p><b>Metric/Indicator</b></p> <p>i) Healthy fitness zones (Physical Fitness Test)</p> <p><b>19-20</b></p> <p>i) Maintain</p> <p><b>Baseline</b></p> <p>i) Aerobic capacity</p> <p>5th grade 76.7%</p> <p>7th grade 89%</p>	<p>h) The School Site Council Surveys and Parent Advisory Committee surveys were prepared, but were not sent because of the Global Pandemic. However, a District parent survey was sent in June regarding distance learning and in response to COVID-19. Almost 90% of parents responded, a record number of responses in the District.</p> <p>i) The PFT was postponed due to the global pandemic.</p>

Expected	Actual
9th grade 74.5%	
<b>Metric/Indicator</b> j) Counseling Services <b>19-20</b> j) Students requiring services will be tracked from year to year. <b>Baseline</b> j) Yearly SRSS Screener	j) The SRSS screener was given in October and January, but not in March, due to the global pandemic. However, counselors continued to see students and offer services throughout the year and in the summer
<b>Metric/Indicator</b> k) Students participating in clubs and sports <b>19-20</b> k) Maintain <b>Baseline</b> k) SVHS: 46 clubs, 27 sports; SVMS 6 clubs, 8 sports	k) Clubs and sports were put on hold in 2019-20, due to the global pandemic.
<b>Metric/Indicator</b> l) Professional Development (Opportunities, Calendar, district reporting form) <b>19-20</b> l) 100% of teachers are offered Professional Development in training that implements standards and apply strategies. <b>Baseline</b> l) 100% of teachers are offered Professional Development in training that implements standards and apply strategies.	l) 100% of teachers are offered Professional Development in training that implements standards and apply strategies. However, the amount of offerings were decreased due to COVID.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Focus on climate and culture by providing time and resources to support SSTs, 504s and PBIS, including classified and clerical staff, and support counseling/ behavioral areas and materials with resources, staff, and specific training. Enhance site safety processes, including threat assessment, inquiry, and support for marginalized groups (i.e.	Certificated SBAs paid for with MTSS grant for PBIS release day 1000-1999: Certificated Personnel Salaries Other 4500	Certificated SBAs paid for with MTSS grant for PBIS release day 1000-1999: Certificated Personnel Salaries Other 12475

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
education, outreach and facilities). Provide group and individual counseling, as well as whole group assemblies/presentations.	<p>Materials 4000-4999: Books And Supplies Supplemental 5500</p> <p>PBIS Support 2000-2999: Classified Personnel Salaries Supplemental 4000</p> <p>Social/Emotional Counselor 1000-1999: Certificated Personnel Salaries Supplemental 60,000</p> <p>Social/Emotional Counselor (Kaiser Grant) 1000-1999: Certificated Personnel Salaries Other</p> <p>Check in/check out support personnel for students at risk at all sites 1000-1999: Certificated Personnel Salaries Supplemental 25,200</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3000</p> <p>Classified and Certificated Benefits 3000-3999: Employee Benefits Supplemental 17,000</p> <p>Support for MTSS, paid for with an outside grant. 1000-1999: Certificated Personnel Salaries Other 750</p> <p>Check in/check out support personnel for students at risk at SVMS 1000-1999: Certificated Personnel Salaries Title I 6300</p>	<p>Materials 4000-4999: Books And Supplies Supplemental 7660</p> <p>PBIS Support 2000-2999: Classified Personnel Salaries Title I 250</p> <p>Social/Emotional Counselor 1000-1999: Certificated Personnel Salaries Supplemental 44521</p> <p>Social/Emotional Counselor (Kaiser Grant) 1000-1999: Certificated Personnel Salaries Other 10000</p> <p>Check in/check out support personnel for students at risk at all sites 1000-1999: Certificated Personnel Salaries Supplemental 8500</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Lottery: Unrestricted 0</p> <p>Classified and Certificated Benefits 3000-3999: Employee Benefits Supplemental 34047</p> <p>Support for MTSS, paid for with an outside grant. 5000-5999: Services And Other Operating Expenditures Other 1587</p> <p>Check in/check out support personnel for students at risk at SVMS 1000-1999: Certificated Personnel Salaries Title I 3965</p> <p>Benefits MTSS 3000-3999: Employee Benefits Other 302</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Facilities/Maintenance: Set aside reserve in routine repair and maintenance.	Funding included in general fund Not Applicable 0	Support for MTSS, paid for with an outside grant. 4000-4999: Books And Supplies Other 8143  Counselors' workshop 5000-5999: Services And Other Operating Expenditures Supplemental 3790  Benefits 3000-3999: Employee Benefits Title I 840  Funding included in general fund Not Applicable 0
Continue to engage parents and find ways to actively communicate with stakeholders, particularly those in specific groups including low income pupils, English Learners, Special Education and Foster Youth. Increase and advertise opportunities for parent education, including an alumni association and community forums (topic specific), senior exit survey. Provide various opportunities to receive and provide feedback and communicate with the community.  SPSAs align with the LCAP for continuity and increased understanding. Solicit feedback related to concerns or needs as well as ideas for improving school culture and student learning.	Hourly EWAs (parent nights) 1000-1999: Certificated Personnel Salaries Supplemental 4000  Survey Monkey, Document Tracking Services 5000-5999: Services And Other Operating Expenditures Supplemental 6500  Hourly EWAs (parent nights) 3000-3999: Employee Benefits Supplemental 1000	Hourly EWAs (parent nights) 1000-1999: Certificated Personnel Salaries Supplemental 0  Survey Monkey, Document Tracking Services 5000-5999: Services And Other Operating Expenditures Supplemental ??  Hourly EWAs (parent nights) 3000-3999: Employee Benefits Supplemental 0
Hold regular meetings between the district and site admin with a regular focus on absenteeism, truancy and follow up. Use Illuminate system for common letters and reports .Ensure monitoring of chronic absence/truancy by grade starting in kindergarten. Attendance messaging to families at Back to School Nights regarding holidays, and tip-sheets. The focus is on unduplicated students.	Training for office staff classified staff 2000-2999: Classified Personnel Salaries Other 2000  Support for unduplicated students that are chronically absent 5000-5999: Services And Other Operating Expenditures Supplemental 2000  Materials to encourage positive attendance 4000-4999: Books And Supplies Supplemental 4000	Training for office staff classified staff 2000-2999: Classified Personnel Salaries Other 0  Support for unduplicated students that are chronically absent 5000-5999: Services And Other Operating Expenditures Supplemental 0  Materials to encourage positive attendance 4000-4999: Books And Supplies Supplemental 0
Review efficacy of alternatives to suspension.	Not Applicable	Not Applicable

## Goal Analysis

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

Because of the Global Pandemic and School Closures, students were not able to be given the same supports as when schools are in person, or when instruction is given remotely. Although students were offered one on one meetings remotely, our campuses were not open. Therefore, many of the actions and services were not completed, and funds were not expended as budgeted and planned. Additionally, some of the actions and services were funded by other sources such as grants and one-time monies.

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

Meeting the needs of students emotionally, physically and mentally is one of the top priorities of Scotts Valley Unified School District. Teachers and administrators participated in MTSS training (Multi-Tiered Systems of Support) through a grant, and implemented extensive PBIS (Positive Behavioral Interventions and Supports) program and strategies across all sites. Webpages have been added to every website, and there are unique incentive programs at each site.

### Goal 3

All students will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                  Priority 3: Parental Involvement (Engagement)  
                                  Priority 4: Pupil Achievement (Pupil Outcomes)  
                                  Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> a) Graduation rate-cohort report  <b>19-20</b> a) At least 98% of all students overall will graduate. <b>Baseline</b> a) 97% of all students in the Class of 2017 graduated.	a) 98% of students graduated from Scotts Valley High School in 2020.
<b>Metric/Indicator</b> b) Dropout Cohort Report 2015-16 <b>19-20</b> b) No more than 1% of all students and in significant subgroups in the 9-12 cohort will dropout. Less than 1% of Middle School students will dropout. <b>Baseline</b> b) Less than 2% of all students dropped out in 2015-16.	In 2016-17, no less than 1% of all students and in significant subgroups in the 9-12 cohort dropped out. Less than 1% of Middle School students dropped out.
<b>Metric/Indicator</b> c) College readiness (Early Assessment Program-EAP) <b>19-20</b>	c) College readiness is indicated by the CCI (College/ Career Indicator). In 2020, 51.6% of students demonstrated college preparedness, while 20.9% were approaching prepared. The

Expected	Actual
<p>c) The percentage of students demonstrating college preparedness in Math and ELA will meet the following growth target: All: minimum of 2% SED: minimum of 2%</p> <p><b>Baseline</b> c) The percentage of students in Grade 11 who demonstrated college preparedness in ELA and Mathematics was 71% in 2016.</p>	<p>growth target was not met, as students maintained. However, the criteria has changed since first reported in 2016.</p>
<p><b>Metric/Indicator</b> d) Technology Survey</p> <p><b>19-20</b> d) Increase to a minimum of 55% in each area</p> <p><b>Baseline</b> d) ) Technology expertise (PD Feedback survey) 100% of teachers will self-report increased proficiency in technology as reported in the technology survey: Response rate-58% 1. Personal expertise 44% 2. Using tools to teach/present lessons 48% 3. Teaching students to use hardware and software 39% 4. Supporting students with implementation 39%</p> <p><b>Metric/Indicator</b> e) Grads completing A-G requirements New metric added 2018 (Student Tracker)</p> <p><b>19-20</b> e) Grads completing UC/CSU requirements overall: Maintain at least 67%.</p> <p><b>Baseline</b></p>	<p>d) A technology survey was sent to teachers in 2020. However, because of the Global Pandemic, the focus of the questions was on remote learning. 62% of teachers responded and 77% of the teachers felt that they understood the technology they had and could successfully teach their students to use the software and hardware. This is a significant increase to technology use and comfort level.</p> <p>65.8% of students met a-g requirements in 2019-20, which was a decrease of 8.8% from the year before, and less than the baseline. Additionally, there was a mistake in CalPads, and Data Quest reports that only 8.3% of students met the requirements.</p>



Expected	Actual
e) Grads completing UC/CSU requirements overall: Maintain at least 67%	
<b>Metric/Indicator</b> f) Instructional Materials (SARC/ Williams' Act) <b>19-20</b> f) 100% of students in the school district have sufficient access to the standards aligned instructional materials <b>Baseline</b> f) 100% of students in the school district have sufficient access to the standards aligned instructional materials	f) 100% of students in the school district have sufficient access to the standards aligned instructional materials.
<b>Metric/Indicator</b> g) Professional Development (Opportunities, Calendar, district reporting form) <b>19-20</b> g) 100% of teachers are offered Professional Development in training that implements standards and apply strategies. <b>Baseline</b> g) 100% of teachers are offered Professional Development in training that implements standards and apply strategies.	g) 100% of teachers are offered Professional Development in training that implements standards and apply strategies.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For unduplicated student populations, Implement programs to support course access; Support Digital Media Arts CTE Pathway. Naviance College and Career Support and SAT prep; dual enrollment counseling class to support college going culture.	College visits 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000  Naviance 4000-4999: Books And Supplies Supplemental 8000	College visits 5800: Professional/Consulting Services And Operating Expenditures Supplemental  Naviance 4000-4999: Books And Supplies Supplemental

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>S4C 5000-5999: Services And Other Operating Expenditures Supplemental 2350</p> <p>National Student Clearinghouse 5800: Professional/Consulting Services And Operating Expenditures Supplemental 475</p> <p>Fees for materials: CCAP counseling class from Low Performing Student Block Grant (LPSBG) 4000-4999: Books And Supplies Other 600</p> <p>Support SED students to take IB tests (LPSBG) 5000-5999: Services And Other Operating Expenditures Other 2500</p>	<p>S4C 5000-5999: Services And Other Operating Expenditures Supplemental</p> <p>National Student Clearinghouse 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p> <p>Fees for materials: CCAP counseling class from Low Performing Student Block Grant (LPSBG) 4000-4999: Books And Supplies Other</p> <p>Support SED students to take IB tests (LPSBG) 5000-5999: Services And Other Operating Expenditures Other</p>
<p>Focus on course alignment by continuing to refine Middle School &amp; High School courses. Continue to look at grade data, course alike common planning. Implement programs to support course access with a focus on ways to increase and support VAPA and NGSS. Continue current supports of supplementary and consumable materials, particularly software that will allow unduplicated students access for Rtl (Response to Intervention) support.</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 7300</p> <p>Arts materials 4000-4999: Books And Supplies Supplemental 6500</p> <p>Extra Work Agreements 1000-1999: Certificated Personnel Salaries Supplemental 1250</p> <p>EWAs and subs for textbook implementation 1000-1999: Certificated Personnel Salaries Lottery 1800</p> <p>Materials to support differentiation across the curriculum 4000-4999: Books And Supplies Supplemental 40,000</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 13035</p> <p>Arts materials 4000-4999: Books And Supplies Supplemental 230</p> <p>Extra Work Agreements 1000-1999: Certificated Personnel Salaries Supplemental included with subs</p> <p>EWAs and subs for textbook implementation 1000-1999: Certificated Personnel Salaries Lottery 0</p> <p>Materials to support differentiation across the curriculum 4000-4999: Books And Supplies Supplemental 7875</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Credit Recovery for students who have received a D or an F in classes- allows support for UC/CSU college admission.	Support arts SVMS 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1125  Support arts SVMS 5800: Professional/Consulting Services And Operating Expenditures Title I 375	Support arts SVMS 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0  Support arts SVMS 5800: Professional/Consulting Services And Operating Expenditures Title I 844  Employee benefits 3000-3999: Employee Benefits Supplemental 2900  Support for IB Program at the High school 1000-1999: Certificated Personnel Salaries Title II 16235  Benefits 3000-3999: Employee Benefits Title II 8064
	Funded previously Not Applicable  Credit Recovery Teacher paid for from Low Performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other 22,000	Funded previously Not Applicable  Credit Recovery Teacher paid for from Low Performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other 14584  Credit Recovery support EWR and Sub 1000-1999: Certificated Personnel Salaries Other 160  Employee Benefits 3000-3999: Employee Benefits Other 6900  Books and Supplies 4000-4999: Books And Supplies Other 3875
The District Technology plan ensures equity and 100% access and will include plans for training, maintenance, and replacement. The focus is for use with Illuminate, curriculum implementation, particularly inputting and gathering data to support student learning. Continue Tech Force	Certificated hourly curriculum development/support, trainings	Certificated hourly curriculum development/support, trainings 0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
and use Scope and Sequence across grade levels and implement Illuminate student information system to support unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental 1000  Equipment to Support STEAM 4000-4999: Books And Supplies Supplemental 2000  Training for BI tool to support On-Track and SRSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4000	Equipment to Support STEAM 0  Training for BI tool to support On-Track and SRSS 0  Document Tracking Services 5000-5999: Services And Other Operating Expenditures Supplemental 1250
Discontinued action, as the actions are included in other places.	Not Applicable	Not Applicable
For SpEd students not meeting A-G requirements: 1. Review and analysis of instructional delivery, including a support math class 2. The Director of Students Services will oversee an analysis of modifications/accommodations and services provided in the general education environments.	Instructional assistant to support students not meeting a-g requirements 2000-2999: Classified Personnel Salaries Other 2000	Instructional assistant to support students not meeting a-g requirements 2000-2999: Classified Personnel Salaries Other 0
Discontinued action, as the actions are included in other places in the LCAP.	Not Applicable	Not Applicable
Provide coding or engineering lessons	Teachers/ company to support engineering practices 5000-5999: Services And Other Operating Expenditures Supplemental 8000	Teachers/ company to support engineering practices 5000-5999: Services And Other Operating Expenditures Supplemental 0
Support Financial Literacy Curriculum in the future if grants are secured.	Not Applicable	Not Applicable
Moved to Goal 2, paid for with Low Performing Student Block Grant  Provide professional development (workshops, coaching, planning time) to support the use of academic standards, instructional technology,	Not Applicable  Targeted training for classified staff through the classified PD	Not Applicable  Targeted training for classified staff through the classified PD

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
support for teachers with students with special needs, and climate and culture. Provide differentiated and teacher led PD. Focus will primarily be on unduplicated students.	grant 1000-1999: Certificated Personnel Salaries Other 2000  Benefits for classified staff through the classified PD grant 3000-3999: Employee Benefits Other 500  Targeted training for staff in intervention, differentiation, and strategies to implement standards across the curriculum 2000-2999: Classified Personnel Salaries Supplemental 20,000	grant 1000-1999: Certificated Personnel Salaries Other ?  Benefits for classified staff through the classified PD grant 3000-3999: Employee Benefits Other ?  Targeted training for staff in intervention, differentiation, and strategies to implement standards across the curriculum 1000-1999: Certificated Personnel Salaries Supplemental 51806  Targeted training for staff in intervention, differentiation, and strategies to implement standards across the curriculum 5000-5999: Services And Other Operating Expenditures Title II 7300
Purchase Textbooks as identified in five-year adoption cycle: Support adoptions as appropriate to meet the needs of all students.	Training for textbook implementation 5800: Professional/Consulting Services And Operating Expenditures Lottery: Unrestricted 1800  History/Social Science textbook adoption SVMS and SVHS 4000-4999: Books And Supplies Lottery 120,000	Training for textbook implementation 5800: Professional/Consulting Services And Operating Expenditures Lottery: Unrestricted 0  History/Social Science textbook adoption SVMS and SVHS 4000-4999: Books And Supplies Lottery 117621

## Goal Analysis

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

Because of the Global Pandemic and School Closures, students were not able to be given the same supports as when schools are in person, or when instruction is given remotely. Although students were offered one on one meetings remotely, our campuses were not open. Therefore, the plans for professional development and college visits were not completed. Additionally, the District decided not to use the BI-Tool as we could use current programs to get the same data.

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

SVUSD works diligently to offer opportunity and access to all students, particularly to students in unduplicated groups. Some examples include art, technology, and credit recovery. SVUSD is particularly proud that we were able to offer a dual enrollment class with the local community college.

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

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

### In-Person Instructional Offerings

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

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Upgraded and Replacement Technology Hardware: 1.Student Chromebooks 2.Staff computers and monitors 3.Web-based library data base management system (Follett Destiny) 4.Web based content filtering, cyber-safety and classroom management system (Linewize) 5. Chromebooks 6. Webcams, adapters, monitors and laptops, headphones 7. Hotspots	\$32,000	\$295,917	Yes
Additional custodial support for cleaning	\$1800	\$0	No
Materials to support sanitation and disinfecting 1. Personal Protective Equipment 2. Signage and stickers 3. Plexiglass 4. Custodial supplies 5. Gazebos, tents, tables 6. Hepa and Merv13 HVAC filters 7. Temperature scanners	\$5200	\$477,748	No

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

Additional equipment was needed in order to return students to campuses. Because of one time monies, SVUSD was able to purchase this money without dipping into the general fund.

## Analysis of In-Person Instructional Offerings

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

Before students returned to campus, Staff ensured that all safety measures were in place, aligned with guidance provided by the California Department of Education, the California Department of Public Health, and in collaboration with the Santa Cruz County Office of Education.

SVUSD implemented numerous plans and accommodations to offer the highest quality and level of instruction to all students during the 2020-21 school year. The original plan was to open school on August 24, but because of local fires, the start of school was postponed until September 8, 2020. Students who are English Learners, receive Special Education or require specific academic or social/emotional support were offered 1:1 services in person. Beginning in November, students were offered small group support. As local restrictions were lifted or loosened, the District began offering hybrid instruction (January for elementary and March for the middle school). In April, elementary sites returned to full in-person instruction, followed by the Middle School and High School, with all students fully returning by April 26th.



## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased materials for remote learning 1. ZOOM 2. Screencastify 3. IXL Math 4. IXL English 5. Pear Deck 6. Green Ninja 7. Silicon Valley High School 8. NewsELA upgrade 9. Turn-it-in 10. Mystery Science 11. Membean 12. BrainPop  Added Independent Study Teacher and Tech TOSA Professional Development to support distance learning	\$82,000	\$187,547	Yes

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

Beyond the planned materials purchased to support Distance Learning, there were additional materials purchased throughout the year, including numerous technology devices and supports. In addition, in October, an elementary teacher was re-assigned to a split assignment as an Independent Study Teacher and Tech TOSA. Because of one time monies, SVUSD was able to purchase this money without dipping into the general fund.

### Analysis of the Distance Learning Program

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

The original plan was to open school on August 24, but because of local fires, the start of school was postponed until September 8, 2020. The district ensured that every student had internet access and a device. All students were provided daily instructional

synchronous lessons, as well as asynchronous activities. There were office hours offered on a daily basis to support students with their work, as well as individual or small group remote meetings. Teachers and site administrators tracked attendance and engagement on a weekly basis.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher stipends for support for students or professional development for teachers, occurring outside of the instructional day.	\$4500	\$7,885	Yes
Intervention programs and personnel, materials	\$300,000	\$231,925	Yes

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

There were not substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions. All of the Title I money was not able to be spent because students had not fully returned to the classroom; however, there are plans to expend the money before the expiration date. However, the District is applying for a waiver so the funds can be expended in 2021-22. For more information about these expenditures, see overall analysis and the 2021-22 Local Control Accountability Plan.

### Analysis of Pupil Learning Loss

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

Students who are English Learners, receive Special Education or require specific academic or social/emotional support have been offered 1:1 services in person or remotely. There are intervention programs offered at every site during the school day. There was a fluidity between all of the different models offered that offered flexibility to families during the various tiers of restrictions.

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

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

There are full-time counselors at every site. There is a web page on each site that is frequently updated that offer resources and appointments. Beyond pushing out videos and resources, counselors visit classes, see students individually and offer small group support. A highlight was parent and staff trainings that were offered over the course of the year. Teachers ensured that they were checking in with students on a regular basis, offered Tier II interventions such as Check-In/Check-Out, and office hours. Teachers worked closely with administrators to ensure that students who were at risk were offered supports and Student Study Teams. PBIS Handbooks have been published for every site.

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

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

Attendance and engagement have been regularly monitored, through shared spreadsheets, the Illuminate Student Information System, and On-Track. There is a specific plan at every site for students who are not engaging or attending school. The tiered intervention plans include Teacher/Student Conference, Teacher/Parent contact, teacher alerts, Principal/Counselor meetings, Student Study Team meetings, possible change of instructional model, chronic absentee letters, and home visits.

## **Analysis of School Nutrition**

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

Families in need of assistance can complete a Free and Reduced Lunch Meal Application anytime during the school year. “Grab and go” meals have been made available for students participating in-person or through distance learning. All families, regardless of the program their child is participating in, may access meals Monday through Friday at Scotts Valley High School between 10:00 and 12:00 pm. Meals remain free through the end of 2020-21.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Supplies for Food Packaging (\$3500) Equipment upgrade and repairs (\$6000) PPE for food preparation, servers (\$2000)	\$11,500	\$13,000	No

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

There were not substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

### Overall Analysis

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

SVUSD has engaged a variety of stakeholders throughout the District and throughout the year. Using this information, the action steps have been modified or enhanced in the 2021-24 LCAP. Lessons learned include infusing technology into instruction, offering differentiated programs such as intervention or independent study, and providing internal standardized assessments.

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

Students' social and academic needs will need to be addressed in new ways, specifically because of the effect of the pandemic of 2020-21. Some of the new services include increasing aide support K-8, adding support classes at the high school, offering long term independent study, and ensuring that students have access to credit recovery classes. Additionally, after-school and summer supports will be offered.

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

SVUSD has analyzed parent, staff, and student feedback, including the outcome of surveys and stakeholder engagement meetings to inform the development of the 21-22 through 23-24 LCAP. Because state tests were not given in 2020, we are waiting for the results of the 2021 CAASPP and ELPAC assessments to guide specific needs. However, programs have been planned and materials have been purchased to support student needs beginning in 2021-22.

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

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

SVUSD has continued to hold numerous stakeholder engagement meetings and collect survey data throughout 2020-21. There were many lessons learned during the Pandemic, and SVUSD has infused extra supports and action steps into the new LCAP. Some of these learning includes implementing technology across the curriculum, adding increased intervention supports within the classroom, offering expanded intervention offerings and classes, and adding an action step that focuses on Diversity, Equity and Inclusion. We are reminded how important it is that we consider everyone in our community as we are updating our plan, and that we continue to focus on students with the greatest needs.

## **Instructions: Introduction**

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

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

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

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

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

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

### Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### Actions Related to the Distance Learning Program

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

### Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

### Actions Related to Pupil Learning Loss

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

### Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the



effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

### Analysis of Pupil and Family Engagement and Outreach

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

### Analysis of School Nutrition

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

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

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

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

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

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

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

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

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

California Department of Education  
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	787,415.00	699,145.00
	0.00	0.00
Lottery	121,800.00	117,621.00
Lottery: Unrestricted	1,800.00	0.00
Other	89,850.00	121,793.00
Supplemental	453,350.00	328,178.00
Title I	109,625.00	95,916.00
Title II	6,000.00	31,599.00
Title III	4,990.00	4,038.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	787,415.00	699,145.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	397,490.00	385,183.00
2000-2999: Classified Personnel Salaries	57,750.00	27,038.00
3000-3999: Employee Benefits	81,000.00	115,708.00
4000-4999: Books And Supplies	195,800.00	153,925.00
5000-5999: Services And Other Operating Expenditures	39,600.00	16,447.00
5800: Professional/Consulting Services And Operating Expenditures	15,775.00	844.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	787,415.00	699,145.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Lottery	1,800.00	0.00
1000-1999: Certificated Personnel Salaries	Other	72,250.00	88,366.00
1000-1999: Certificated Personnel Salaries	Supplemental	258,150.00	212,222.00
1000-1999: Certificated Personnel Salaries	Title I	61,300.00	65,065.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	16,235.00
1000-1999: Certificated Personnel Salaries	Title III	3,990.00	3,295.00
2000-2999: Classified Personnel Salaries	Other	4,000.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	38,750.00	22,075.00
2000-2999: Classified Personnel Salaries	Title I	15,000.00	4,963.00
3000-3999: Employee Benefits	Other	10,500.00	19,822.00
3000-3999: Employee Benefits	Supplemental	40,500.00	65,151.00
3000-3999: Employee Benefits	Title I	30,000.00	22,303.00
3000-3999: Employee Benefits	Title II	0.00	8,064.00
3000-3999: Employee Benefits	Title III	0.00	368.00
4000-4999: Books And Supplies	Lottery	120,000.00	117,621.00
4000-4999: Books And Supplies	Other	600.00	12,018.00
4000-4999: Books And Supplies	Supplemental	72,500.00	22,540.00
4000-4999: Books And Supplies	Title I	1,700.00	1,371.00
4000-4999: Books And Supplies	Title III	1,000.00	375.00
5000-5999: Services And Other Operating Expenditures	Other	2,500.00	1,587.00
5000-5999: Services And Other Operating Expenditures	Supplemental	29,850.00	6,190.00
5000-5999: Services And Other Operating Expenditures	Title I	1,250.00	1,370.00
5000-5999: Services And Other Operating Expenditures	Title II	6,000.00	7,300.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Unrestricted	1,800.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	13,600.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Title I	375.00	844.00
Not Applicable		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	381,090.00	310,386.00
Goal 2	145,750.00	136,080.00
Goal 3	260,575.00	252,679.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$39,000.00	\$773,665.00
Distance Learning Program	\$82,000.00	\$187,547.00
Pupil Learning Loss	\$304,500.00	\$239,810.00
Additional Actions and Plan Requirements	\$11,500.00	\$13,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$437,000.00	\$1,214,022.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,000.00	\$477,748.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$11,500.00	\$13,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$18,500.00	\$490,748.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$32,000.00	\$295,917.00
Distance Learning Program	\$82,000.00	\$187,547.00
Pupil Learning Loss	\$304,500.00	\$239,810.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$418,500.00	\$723,274.00



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scotts Valley Unified School District	Michelle A. Stewart Assistant Superintendent of Educational Services	mstewart@scottsvalleysd.org 831-438-1820 ext 114

## Plan Summary [2021-22]

### General Information

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

Nestled at the southern base of the Santa Cruz Mountains along Highway 17, the Scotts Valley Unified School District (SVUSD) proudly serves its community. The district is comprised of four award-winning schools: Brook Knoll Elementary, Vine Hill Elementary, Scotts Valley Middle School (SVMS), and Scotts Valley High School (SVHS), with a high percentage of students matriculating to colleges following graduation from Scotts Valley High School. The district also supports an independent Charter School, California Connections Academy, Monterey Bay. Although the .02% Foster Youth, 2.5% English Learners, and 12% Socially Economically Disadvantaged counts seem like relatively small numbers of students, there are various languages and situations that contribute to the diversity and a need for support from this highly acclaimed district. The Local Control Accountability Plan (LCAP) includes supplemental dollars, LCFF (Local Control Funding Formula) base, categorical, grants, and other general fund dollars. Scotts Valley Unified School District remains one of the lowest funded unified school districts in the state of California. The low funding creates unique challenges in meeting the needs of all learners.

This Local Control Accountability Plan tells the story of Scotts Valley Unified School District, the goals, actions, and services, and means of measuring progress over three years.

Our Mission: Scotts Valley Unified School District will provide each student with quality educational and social opportunities needed to thrive in a modern world.

Vision: Our students will be socially responsible, pursuing their full potential in intellectual, social, and physical development, and be engaged, ethical and effective citizens.

Core Values and Guiding Principles:

1. Our role is to develop academically capable, culturally attuned, and socially responsible students.
2. There is strength and value in diversity of thought and experience.
3. District decisions, at all levels, should be thoughtful, equitable, and transparent.
4. We value commitment and collaboration from our engaged students, families, and the community.

5. We value trust, respect, and teamwork from our highly skilled and dedicated team.
6. We are accountable to our public for setting clear expectations and optimizing resources to meet our goals.

Our process has established district priorities, actions, and allocations of resources. It is important to all the stakeholders in SVUSD that we support the continuum of abilities and learners, including English Learners, Socio and Economically Disadvantaged Students, Special Education Students, Homeless Students, and Foster Youth, students who are high achieving such as those involved in advanced and International Baccalaureate (IB) classes, and those who are meeting or nearly meeting standards. Communicating the goals and vision of the district to our community is imperative, and families are actively involved in the education process. We are especially proud of the changes we have made and the focus we have given to climate and culture, and have spent a great deal of time focusing on CTE (Career & Technical Education) pathways with a focus on Media Arts and Design. Building local assessments and participating in regular data cycles across the district, as well as communicating our goals, expectations, and resources, have been important focus areas over the past three years. An Alternative Education academy, K Street, was implemented at the high school to keep students engaged and incorporated at SVHS. Additionally, leaders from our District have participated in a county-wide science effort with plans to continue to infuse Environmental Literacy into District practices over the next three years.

SVUSD is fortunate to provide quality professional development to its teachers and staff. The first lens when determining professional development is to analyze the needs of its unduplicated students. (An unduplicated pupil is the count of students who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth.)

All four of our schools are Gold Ribbon Schools, three of them receiving Blue Ribbons and SVMS receiving a Distinguished School Award and Schools to Watch Award, renewed in 2019. Our highlights include an International Baccalaureate (IB) program at the high school, electives at the middle school, and strategic implementation of core standards including Reader's and Writer's Workshop and math strategies at the elementary schools. As we return to in-person learning after living through the COVID-19 pandemic for over a year, SVUSD is committed to serving and meeting the needs of all students academically, socially, and emotionally. Collaboration with our parent clubs and our local foundation and looking creatively at our programs has allowed us to support engagement and commitment to excellence in our schools. The site administrators communicate with district office personnel and they collaborate on a regular basis about goals and stakeholder feedback, which brings a connectedness across the District. As the District has engaged in the LCAP process over the years, the systems and procedures put in place have become more ingrained in the culture of the District.

Highlights include:

- \* Increased technology implementation with tools and professional development
- \* Support programs for English Learners, including training in English Language Development (ELD) standards
- \* Common Core State Standards and Math strategies with professional development and training
- \* Academic support and enrichment in all subjects
- \* Parent trainings and extensive involvement/volunteer base
- \* Social-emotional and guidance counseling services at all four schools
- \* Positive Behavior Interventions and Supports (PBIS) Program
- \* Implementation of and county-wide focus on Next Generation Science Standards (NGSS), including an Environmental Literacy Focus

- \* International Baccalaureate (IB) at SVHS
- \* A new action step that supports Diversity, Equity and Inclusion

## Reflections: Successes

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

The latest Dashboard data was published in 2019.

Scotts Valley Unified School District is proud of its accomplishments and high scores reflected on the California School Dashboard. In 2019, almost all areas in the accountability system were blue or green, and all local indicators met the standard. Of particular note are the graduation rate, college and career indicator, and English Language Arts, which were all blue. 71% of English learners made progress toward English language proficiency.

Reflections will be updated in 2021 when the Dashboard is updated.

## Reflections: Identified Need

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

The latest Dashboard data was published in 2019.

Although the Dashboard reflects high scores, mathematics continues to be in the green, lower than ELA. Additionally, the suspension rate was in the orange, and students with disabilities were in the red. In 2018 the District analyzed our suspension data, and we continue to focus on alternatives for suspension.

Reflections will be updated in 2021 when the Dashboard is updated.

## LCAP Highlights

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

There are three goals in the Local Control Accountability Plan beginning in 2021-22.

### GOAL 1 PUPIL ACHIEVEMENT

English Learners:

- \* Focus on achievement gaps, particularly as English Learners move through the District
- \* Continued support for parents of English Learners through language translations, DELAC (District meetings) and ELAC (Site meetings)

- \* Homework clubs after school focused specifically on the needs of English Learners
- \* Dedicated pull out and push in support at every level

#### Differentiation/Intervention:

- \* Homework clubs before and after school
- \* Alternative Education program (K Street) at the high school
- \* Credit recovery at the high school
- \* Increased aide support in the classrooms
- \* Quality intervention programs at all sites focused on ELA and math, particularly for students who struggled during distance learning in the COVID-19 pandemic

#### Student Achievement:

- \* Assessment Implementation Plan/Data Cycles
- \* Purchase and identification of local standardized assessments
- \* Professional development to ensure teacher and staff readiness to support all levels of learners, with a focus on unduplicated students, in all subject areas

### GOAL 2 SCHOOL CLIMATE

#### Parent Engagement:

- \* Communication
- \* Training

#### Culture:

- \* Social-Emotional Support through schoolwide activities, counseling support, and staff trainings
- \* PBIS (Positive Behavioral Intervention Systems and Supports) i.e. curriculum mapping, programs, materials, training, website resources
- \* Full-time Social/emotional counselors K-8
- \* Focus on attendance and increasing enrollment
- \* Focus on DEI (Differentiation, Equity and Inclusion)

### GOAL 3 COURSE ACCESS

#### College and Career:

- \* District Arts Task Force
- \* College visits and participation in College Week/Month across the District
- \* Naviance College support and SAT prep
- \* CTE (Career Technical Education) pathways in Media Arts and Design
- \* Dual enrollment offerings SVHS

#### Technology:

- \* Technology support focused on alternate learning opportunities and the new Student Information System and training, allowing for

increased differentiation across grade levels

\* Professional development to ensure teacher and staff readiness to support all levels of learners, with a focus on unduplicated students, in all subject areas

\* A new Comprehensive Technology Plan

## Comprehensive Support and Improvement

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

### Schools Identified

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

Scotts Valley had no identified schools.

### Support for Identified Schools

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

Scotts Valley had no identified schools.

### Monitoring and Evaluating Effectiveness

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

Scotts Valley had no identified schools.

## Stakeholder Engagement

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

There were 25 distinct groups engaged over the course of the year, some who met numerous times. Because of the pandemic, groups met via ZOOM. These groups included representatives from the following:

Board of Trustees

DELAC

New Teachers

SELPA (Special Education Local Plan Area)

Leadership Team

Teacher Union

Staff Meetings

School Site Councils and SAC (SVHS School Advisory Council)

Students at every site (Student Councils, English Learners, 4th,5th, 7th,9th graders, 10th graders, K Street)

Parent Advisory Committee

Parent Surveys (From each site council)

A summary of the feedback provided by specific stakeholder groups.

Feedback is organized by goals, summarized into topics. (The groups who gave feedback about each suggestion are listed in parentheses.)

### Goal 1 PUPIL ACHIEVEMENT

- \* Support for students as they re-enter school, "Learning Loss" for social and academic needs, extra support. (Board of Trustees, Leadership Team, New Teacher Check-in, PAC, SELPA, Site Councils, SVEF)

- \* English Learner (EL) support, increase para-professionals in the classroom to support EL and/or push-in support from EL Teacher, individual goals for students (DELAC, Staff meetings)

- \* Professional Development for working with EL students, such as training on specific strategies. (Staff meetings)

- \* Continue differentiation and intervention services, including K Street and K St initiatives, credit recovery, independent study, focused programs, master schedules that support differentiation, second tutorial at high school, more electives at the middle school. (Board of Trustees, Leadership Team, New Teacher Check-in, PAC Site Councils, Staff meetings, Students-High School, Teachers' Union, Site Surveys)

- \* Offer summer support opportunities (Leadership team, PAC, Site Councils)

- \* Offer more translation services (Site Councils)

- \* Support for Homework (DELAC, EL Students-Middle School)

- \* Consider options for online school in the future (PAC, Students-Elementary, High School, Teachers)

- \* Continue collaboration between Special Ed and General Education. (New Teacher Check-in, SELPA)

- \* Parent trainings (Leadership Team)

- \* Training for paraprofessionals, increase support staff (Staff meetings, Site Councils)

- \* Hire staff at the elementary schools to support efforts to increase support for students, such as a Vice-Principal (Staff meetings)
- \* Support ELD parents with regular parent check-ins (DELAC)
- \* Continue seeking ways to support students in the middle (Board of Trustees, Leadership team, staff meetings)

## Goal 2 SCHOOL CLIMATE

- \* Continue to focus on the social-emotional component and PBIS, including libraries. (Board of Trustees, Leadership Team, New Teacher Check-in, Students-Elementary, Middle School, High School, Staff Meetings, Site Surveys)
- \* Keep the Counselors at all levels (Leadership team, PAC, Staff meetings, SVEF, Teachers' Union,
- \* Investigate alternative environments for learning, such as outside or quiet spaces within the classroom, late start. (Students-Elementary, Middle School, High School)
- \* Keep focusing on restorative justice and alternatives to suspension. (SELPA)
- \* Add an action step regarding Diversity, Equity, and Inclusion (DEI), including books and materials (Board of Trustees, DELAC, Leadership Team, PAC, Site Councils, Staff meetings, SVEF, Teachers' Union, Site Surveys)
- \* Parent trainings (DELAC, Leadership Team, Staff meetings, Teachers' Union)
- \* Provide opportunities for students so they can share about their culture and help educate their peers, such as a Cultural Carnival with art, clothes, food, etc. Have a Parent buddy system, for new students, especially if you can find people that speak the same language. (DELAC)

## Goal 3 COURSE ACCESS

- \* Include Environmental Literacy in NGSS, school gardens. (New Teacher Check-in, Students-Middle School)
- \* Professional Development for teachers in the arts, intervention, core curriculum, technology (Site Councils, Staff meetings, Students-Elementary)
- \* College and career readiness at Middle School, and look for opportunities to continue to support college access (like AVID) and career opportunities; increase enrichment and electives at the Middle School (PAC, Staff meetings, Students-High School)
- \* Parent trainings for college awareness (Staff meetings)
- \* Tech plan for replacement, consistency in platforms (PAC, Site Councils)
- \* Continue purchase of software that supports various levels of learners, such as IXL, Lexia or Epic, especially in light of what we learned during the pandemic. (Board of Trustees, Site Councils)
- \* Investigate increased electives such as cooking, woodshop, foreign language (PAC, Students-Middle School, High School, SAC, Staff meetings, Site Surveys)
- \* Offer more field trips (Students-Middle School)
- \* Offer alternative projects and creativity in lessons (Students-Elementary, Middle School, High School)
- \* Continue updating curriculum, including Health (Teachers' Union)
- \* Focus on the trades as part of College and Career awareness (PAC, Staff meetings)
- \* Offer access to more courses at the high school, such as students being able to choose multiple paths in Math, English 3 IB option, Honors Bio, etc. (Board of Trustees, Students-High School)
- \* Continue to look at an AVID type class that supports 1st generation college students at the High School level (SAC)

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

Scotts Valley Unified School District will continue providing quality actions and services included in the LCAP. The District continues to work with stakeholders to determine the most impactful and beneficial goals. In the next LCAP 2021-2024, there will be increased action steps as follows:

Goal 1:

Supplement programs to address student needs and learning growth, including increased intervention, support, and differentiation.

Resources will include additional teaching and classified staff, curriculum, software, and programs.

Goal 2

Create a new action step to address Diversity, Equity, and Inclusion (DEI).

Provide additional supports in Environmental Literacy

Goal 3

Implement a comprehensive District Technology Plan.



## Goals and Actions

### Goal

Goal #	Description
1	SVUSD will provide comprehensive programs to improve student performance and address needs of all students.

An explanation of why the LEA has developed this goal.

The core focus of the LCAP is on unduplicated students: Low-socio economic, English Learners, and Foster Youth. This goal focuses directly on meeting the needs of all students, particularly those in unduplicated groups. Providing differentiation and programs to meet individual and various needs is a consistent request from multiple stakeholder groups.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a) ELA CAASPP data (California Assessment of Student Performance and Progress)	a) The percentage of students meeting English Language Arts (ELA) proficiency will be populated once results are finalized for 2020-21. ELA: All: __% SED: __% EL __% SPED: __%				a) Overall performance, including the "All Student" and specific student groups, will increase by at least 2% every year from the 2020-21 baseline.
b) Math CAASPP data (California Assessment of Student Performance and Progress)	b) The percentage of students meeting Math proficiency will be populated once results are finalized for 2020-21. All: All: __% SED: __% EL __% SPED: __%				b) Overall performance, including the "All Student" and specific student groups, will increase by at least 2% every year from the 2020-21 baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c) ELPAC data (English Language Proficiency Assessments for California)	<p>c) ___ % of English learners demonstrated at least one year of progress annually toward English fluency in 2020-21. (to be populated once results are finalized for 2020-21.)</p> <p>As of the 2019 Dashboard, 71.1% of students made progress towards English Language Proficiency.</p>				c) The percentage of English learners demonstrating at least one year of progress annually toward English fluency will increase or maintain from the baseline in 2020-21.
d) EL Reclassification rate	d) The average reclassification rate for English learners between 2018 and 2021 was ____%.				d) The percentage of English learners who are reclassified annually will increase or maintain from the baseline percentage in 2020-21.
e) International Baccalaureate (IB) test results	e) The overall percentage of students who have passed at least one International Baccalaureate (IB) test with a score of 4 or higher. 89%, an average of 90% over the last 4 years.				e) The overall percentage of students who pass at least one International Baccalaureate (IB) test with a score of 4 or higher will be maintained or increased at the 89% average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
f) Teacher credentials (Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System-CALPADS)	f) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.				f) 100% of teachers in the district will continue to be appropriately assigned and fully credentialed in the subject area and for the students they are teaching.
g) Local Measures ELA	g) The percentage of students meeting ELA proficiency or grade level expectations (meeting or exceeding) 78% on Lexia (K-5) (at or above grade level material) The baseline for 6-8 will be based on i-Ready assessments that will be given beginning in 2021. The baseline for 9-12 will be based on a writing sample that will be given beginning in 2021.				g) The percentage of students meeting ELA proficiency or grade-level expectations (meeting or exceeding) will improve by at least 2% every year on Lexia (K-5) (at or above grade level material). The baseline for 6-8 will be based on i-Ready assessments that will be given beginning in 2021 and will improve by at least 2% every year. The baseline for 9-12 will be based on a writing sample that will be given beginning in 2021 and will improve by at least 2% every year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Growth will be established for all subgroups.
h) Local Measures Math	h) The percentage of students meeting Math proficiency or grade-level expectations (meeting or exceeding) _% on IXL Math (K-5) _% i-Ready (6-8) beginning in 2021-22 __% IXL Math (9-12)				h) The percentage of students meeting Math proficiency or grade-level expectations on the Diagnostic Snapshot (meeting or exceeding) will improve by at least 2% every year for every grade level and subgroup.

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Support for English Learner success	<p>Continue providing quality programs for English Learners, including EL teachers and paraprofessionals at all sites.</p> <p>There are dedicated English Learner teachers at every site. At the Elementary and Middle Schools, teachers pull students on a regular basis and work on sentence structure, vocabulary development, reading, writing, and spelling. They support language development across the curriculum, particularly in science and math. At the High Schools, because there are so few students, most are supported in their English classes. All English Learner students have access to Rosetta Stone and have individual goals which are reviewed several times a year.</p> <p>Other elements include homework clubs, administrative support (Director of Curriculum, Instruction, and Assessment and site administrators) to regularly examine caseloads, and regular ELAC and</p>	\$96,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>DELAC meetings. (ELAC and DELAC are site and district advisory parent committees.)</p> <p>Offer translation services as needed.</p>		
2	Supplement programs to address student needs	<p>Continue to implement and increase enrichment, tutorial, and intervention programs at all sites (RtI-Response to Intervention).</p> <p>Ensure that students are receiving support in both Math and ELA. Provide before-school and/or after-school homework and instruction support.</p> <p>Determine and implement opportunities and resources for students needing alternative/additional supports to address various needs for all levels of students, including collaboration between Special Education and General Education.</p> <p>Elementary Sites: Support students within the classroom through paraprofessionals; provide small group support with a certificated teacher or teachers both in and out of the classroom; Offer Long-term Independent Study</p> <p>Scotts Valley Middle School: Provide WIN (What I Need) classes throughout the year at every grade level; include an Extra learning time (ELT) to support all students on a daily basis, in ELA and Math; Offer Long-term Independent Study as needed</p> <p>Scotts Valley High School: Support Alternative Education through K Street, offer Credit Recovery; offer course-based Independent Study as available</p>	\$617,300.00	Yes
3	Assessments and data analysis	Support data talks surrounding standardized and summative common assessments in English Language Arts and Math.	\$116,165.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers and administrators will administer formal benchmark assessments three times a year and analyze the results. These results will be used to provide intervention, differentiation, and supports for students who either haven't met or are exceeding standards.</p> <p>The Curriculum Council and site leaders will ensure compliance, agreement, and analysis, particularly around alternative assessments. Additionally, site administrators will review master schedules to support a variety of programs.</p> <p>The funding will be spent on extra work agreements for teachers (release time) and substitutes.</p>		
4	Foster Youth Support	Continue collaboration and coordination with SCCOE (Santa Cruz County Office of Education) Foster Youth Services to implement the Foster Youth Tool Kit and evaluate programs and services in place to support Foster Youth.	\$0.00	Yes
5	Provide Professional Development for teachers working with English Learners or students requiring extra support.	Provide Professional Development for teachers working with English Learners or students requiring extra support., such as GLAD training or differentiation. Administrators and EL teachers will participate in County EL meetings, including the Multi Lingual Network.	\$11,000.00	Yes

### Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Goal

Goal #	Description
2	SVUSD will provide a safe and engaging environment for students.

An explanation of why the LEA has developed this goal.

School safety is a top priority in Scotts Valley, both in the way students feel at school, and in their environment. Goal 2 focuses on supporting the whole child, with a particular emphasis on counseling and PBIS (Positive Behavior Interventions and Supports.) Counseling is mentioned as a top priority by most stakeholders. Additionally, a new action step has been added in the area of Diversity, Equity and Inclusion.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a) School Facilities (FIT report-SARC)	a) 100% of school facilities are maintained in good repair				a) Maintain 100% school facilities in good repair
b) School Connectedness (CHKS-California Healthy Kids Survey, or Gallup Poll, student surveys)	b) CHKS data for 2020-21 The percentage of the cohort of students in Grades 5 and 9 who report feeling safe at school: 5th-92% 9th- 53%  The percentage of the cohort of students in Grades 7, 9, and 11 who report having caring adult relationships: 7th: 64%				b) The percentage of the cohort of students in Grade 5 who report feeling safe at school will maintain or increase as reported on the 2022-23 CHKS. The percentage of the cohort of students in Grade 9 who report feeling safe at school will increase to 60% as reported on the 2022-23 CHKS.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>9th: 55% 11th: 60%</p> <p>Student survey results from the CRC (Cultural Responsiveness Committee) Survey 2020-21</p> <p>The percentage of the cohort of students in Grades 4 who report feeling safe at school: 91%</p> <p>The percentage of the cohort of students in Grades 8 and 12 responding to the question, "How many students do you feel personally connected with on your school campus?"</p> <p>8th grade: 1-3 students: 33% 4 or more students: 62%</p> <p>12th grade: 1-3 students: 22% 4 or more students: 77%</p>				<p>The percentage of the cohort of students in Grades 4 who report feeling safe at school will maintain or increase as reported on the local CRC survey.</p> <p>The percentage of the cohort of students in Grades 8 and 12 who report having a connection to 1 or more students will maintain or increase as reported on the local CRC survey.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c) School Attendance Rates ( Annual P2 Attendance)	c) 2019-20 School Attendance Rates 96%				c) SVUSD School Attendance rates will maintain or increase from the 96% rate.
d) Suspension Rate (DataQuest 2019-20)	d) 2019-20 Suspension rate .9%				d) The suspension rate will be below 2% District wide.
e) Expulsion Rate (DataQuest 2019-20)	e) 2019-20 Expulsion rate Less than 1%				e) The expulsion rate will be below 1% District wide.
f) Parent engagement (surveys)	f) Survey results: Overall return rate 28% Do you feel that your student is supported academically? 75% Do you feel that your student is supported socially/emotionally? 77% Are there other services and/or supports you would like the district to consider? Do you feel your input is sought and you know how to engage in the various programs and services available for your students?				f) The overall return rate will increase to at least 50% Districtwide. The percentage of parents who feel that their child is supported academically and socially/emotionally will increase to 80%. The percentage of families who feel their input is sought and know how to engage in the various programs and services available for their students will increase 3% a year, with a final outcome of at least 54%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
g) Counseling Services	g) 100% of students have access to a full-time counselor at every site. The SRSS assessments will be administered and analyzed three times a year.				g) Maintain fulltime counselors at every site. The SRSS assessments will be administered and analyzed three times a year.

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Focus on climate and culture, counseling	<p>Support counseling/ behavioral areas and materials with resources, staff, and specific training.</p> <p>Provide group and individual counseling, as well as whole group assemblies/presentations.</p> <p>Provide time and resources to support SSTs (Student Study Teams), 504s, and PBIS (Positive Behavior Interventions and Supports), including training for classified and clerical staff.</p> <p>Monthly District Counselor meetings are held to discuss curriculum and best practices. Counselors will participate with the County Office of Education through the Counselor Collaborative.</p>	\$131,500.00	Yes
2	Focus on Diversity, Equity and Inclusion	Implement the action steps from Cultural Responsiveness Committee, focusing on Equitable Representation in Literacy and Inclusion, and review the efficacy of alternatives to suspension and discipline plans at each site. Funding supports iwll include stipends, materials in the classroom, and training.	\$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Engage parents and actively communicate with stakeholders	<p>Engage parents and actively communicate with stakeholders, particularly those in specific groups including low-income pupils, English Learners, Special Education students, and Foster Youth.</p> <p>Increase and advertise opportunities for parent education, and continue to provide various opportunities to receive and provide feedback and communicate with the community.</p> <p>SPSAs (School Plans for Student Achievement) align with the LCAP for continuity and increased understanding.</p> <p>Solicit feedback related to concerns or needs as well as ideas for improving school culture and student learning.</p>	\$1,000.00	No
4	Site Safety	Enhance site safety processes, including threat assessment, inquiry, and support for marginalized groups (i.e. education, outreach, and facilities).	\$0.00	No
5	Focus on absenteeism, truancy and follow up.	<p>Hold regular meetings between the district and site admin with a regular focus on absenteeism, truancy and follow up.</p> <p>Use the Student Information System for common letters and reports.</p> <p>Ensure monitoring of chronic absence by grade starting in kindergarten.</p> <p>Attendance messaging to families at Back to School Nights regarding holidays, and tip-sheets.</p> <p>The focus is on unduplicated students.</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Incorporate alternative environments for learning	Investigate and incorporate alternative environments for learning, such as quiet spaces within the classroom, flexible seating, and flexible grouping.  Investigate and provide options for outdoor learning spaces.	\$5,500.00	No
7	Professional Development	Provide Professional Development for staff, students and parents in the areas of mental health, alternative learning environments, diversity, equity, inclusion, and technology.	\$11,000.00	No
8	Facilities/ Maintenance	Set aside reserve in routine repair and maintenance. (Funding is included in the General Fund)	\$0.00	

### Goal Analysis [2021-22]

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

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

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

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

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will be college and career ready.

An explanation of why the LEA has developed this goal.

College and career readiness is the ultimate outcome for students. Whether a student is in kindergarten or high school, our aim is to ensure that each student receives a quality and well-rounded education. Goal 3 focuses on broad courses of study, including CTE courses, environmental literacy, electives, and the arts. A comprehensive Technology Plan will create a guiding document to increasing the inclusion and use of technology in the classroom and across the District.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a) Graduation rate-cohort report	a) 2019-20 98% of all students in the Class of 2020 graduated.				a) Maintain graduation rate of at least 95%.
b) Dropout Cohort Report 2016-17	b) Less than 2% of all students dropped out in 2016-17.  Local data: Less than 2% of all students dropped out in 2019-20.				b) Maintain less than 2% of all students who drop out, both on the data available on DataQuest and local data, in any year.
c) College readiness (Early Assessment Program-EAP)	c) 1. The percentage of students in Grade 11 who demonstrated college preparedness was 72.9% in 2019.				c) 1. Maintain or improve the number of overall students demonstrating college readiness. 2. Increase the number of socio-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2. Socio-economic students prepared was 11.9%</p> <p>3. Hispanic Students prepared was 8.3%.</p> <p>This benchmark will be updated in 2021</p>				<p>economic students demonstrating college readiness by 3% a year, up to 20%.</p> <p>3. Increase the number of Hispanic students demonstrating college readiness by 4% a year, up to 20%.</p>
d) Technology Replacement	d) The Technology Plan for 2020-21 includes a replacement plan with a recommendation to replace devices every five years.				d) Replace technology devices according to the District Technology Plan, approximately 20% every year.
e) Grads completing A-G requirements (Student Tracker)	e) Grads completing UC/CSU requirements overall: Maintain at least 67%				e) Increase minimum a-g completion rate to at least 75%.
f) Instructional Materials (SARC/ Williams' Act)	f) 100% of students in the school district have sufficient access to the standards-aligned instructional materials				f) 100% of students in the school district will continue to have sufficient access to the standards-aligned instructional materials.
g) Professional Development (Opportunities, Calendar, district reporting form)	g) 100% of teachers are offered Professional Development in training that				g) Continue to offer 100% of teachers Professional Development in training that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implements standards and apply strategies.				implements standards and apply strategies.
h) Number of CTE Completers	h) Tracking CTE completers is a new metric. The baseline is zero.				h) At least 10 students will complete the CTE pathway.

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Focus on course alignment	<p>Continue to refine Middle School &amp; High School courses and consider increasing electives.</p> <p>Continue to look at grade data and course-alike curriculum and assessments.</p> <p>Implement programs to support course access with a focus on ways to increase and support multiple pathways, VAPA and NGSS, with continued support for environmental literacy.</p> <p>Continue current supports of supplementary and consumable materials, particularly software that will allow unduplicated students access to Rtl (Response to Intervention) support.</p>	\$54,000.00	No
2	Ensure access to a broad course of study, particularly for unduplicated student populations.	<p>Support Digital Media Arts CTE Pathway.</p> <p>Naviance College and Career Support and SAT prep; dual enrollment counseling class to support college going culture.</p> <p>Track and increase CTE pathway completers.</p>	\$95,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
3	Investigate alternatives to grading	<p>Analyze and research grading for equity.</p> <p>Provide collaboration and professional development time for teachers to investigate grading practices and determine more equitable options for students.</p> <p>Investigate increasing a-g classes, such as those offered in K street or through CTE courses.</p>	\$2,400.00	Yes
4	Implement a Comprehensive District Technology plan	<p>The District Technology plan ensures equity and 100% access and will include plans for training, maintenance, and replacement. The focus is for use with the Student Information System, curriculum implementation, and inputting and gathering data to support student learning.</p> <p>Use the technology Scope and Sequence across grade levels to support unduplicated students.</p>	\$0.00	No
5	Professional Development	<p>Provide professional development (workshops, coaching, planning time) to support the use of academic standards, instructional technology, the arts, environmental literacy, and curricular support for teachers with students with special needs.</p> <p>Provide differentiated and teacher-led PD. The focus will principally be directed to unduplicated students.</p>	\$34,000.00	No
6	Textbook Adoption	<p>Purchase Textbooks as identified in five-year adoption cycle:</p> <p>Support adoptions as appropriate to meet the needs of all students.</p>	\$200,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.71%	\$554,607

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

### Required Descriptions

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

Scotts Valley Unified School District is estimated to receive \$518,083 in supplemental funding in 2021-22 and will not receive any concentration funding. There is a relatively small percentage of English Learners, Foster Youth, and students eligible for free and reduced-price lunch. Because of these low percentages, students in these groups are scattered throughout the District and throughout grade levels. While we acknowledge that these programs and personnel do benefit other students, the services are principally directed to meet and address the specific needs of our district's unduplicated students. Using this approach, the District uses data to help ensure that every teacher who instructs these students has had the advantage of professional development and a professional learning community able to support the needs of all students. Through cohesive training and designating personnel to specific areas, SVUSD ensures seamless implementation for its unduplicated pupils. All of the actions and services in the LCAP have been strategically developed using academic and social-emotional data, with the unduplicated student needs to be considered first, to be delivered on an LEA-wide basis. Data includes the state and local test measures, as well as the SRSS (survey included in early warning system for social-emotional needs).

Goal 1. English Learner specialists: English Learner specialists all of our sites support our English Learners with the acquisition of the English Language, along with supporting them with strategies to improve comprehension and reading skills.

Goal 2: SVUSD's LCAP addresses social-emotional needs through counseling support, PBIS, school-wide activities, continual communication with parents, and a standards-aligned curriculum for all. SVUSD has increased the counseling staff over the last several years because of a need for our unduplicated student population. These counselors reach out to our students in need and also do proactive work to ensure that mental health needs are met. Check-in/check-out programs are offered at the elementary schools and middle school, and Scotts Valley High School is continuing with an alternative education classroom that supports struggling and low achieving students.

Goal 3: Research has proven that high-quality teachers are the number one impact on student achievement. SVUSD's LCAP addresses this need through new teacher support, collaboration with learning communities, and ongoing professional development. In addition, access to a broad course of study is essential in ensuring students are prepared for college and career opportunities. SVUSD's LCAP addresses student access through TK-3 class size reduction, and academic and intervention sections. Ensuring that students are in the right classes with highly qualified teachers helps students remain on the graduation path, receive the necessary support, and stay connected to our schools. The professional development that teachers participate in focuses on supporting students with the greatest needs. The needs of English Learners, SED (Socially Economically Disadvantaged) students, and Foster Youth are the first lenses considered when choosing professional development. Focus is based on data: CAASPP, ELPAC, SRSS, Professional Development feedback, parent surveys, Gallup Poll and CHKS.

**ENGLISH LEARNERS:** Specific services that support our unduplicated students include EL support staff at the elementary schools, middle school and high school, tutoring, DELAC, and EL family meetings. We also employ instructional aides who work with students who are at-risk or struggling, at all sites. Struggling and EL students are offered additional materials including Chromebooks and access to Rosetta Stone. Professional development targets equity and differentiation, which allows for teachers to focus on students at different levels, including our EL students. We have added Title III funding through a local consortium that ensures resources for after-school support.

**LOW-INCOME STUDENTS:**

The District will continue to collect student assessment data in order to identify achievement gaps and assess and implement the best practices to close the gaps for low-socioeconomic students, English Learners, Foster Youth, and other students requiring extra support, including Special Education students. Additional aide time will be offered so that staff can support students within the classroom. Specifically, District Personnel analyze CAASPP and local measures on a regular basis to ensure that individual student needs are addressed. Credit recovery will be offered to students who are not succeeding in their high school classes.

**FOSTER YOUTH:**

SVUSD is committed to serving Foster Youth in the best manner possible and therefore is following the recommendation of the Foster Youth Services Coordinating Program to continue an implementation process known locally as The FosterEd Initiative. There a coordinated case management and communication systems are arranged and monitored, allowing key stakeholders to stay connected and responsive to the needs of Foster Youth. This is a statewide recognized promising practice and endorsed by leading advocacy groups and state agencies.

### Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$441,365.00	\$590,000.00	\$90,000.00	\$279,500.00	\$1,400,865.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$947,665.00	\$453,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English	Support for English Learner success	\$87,500.00			\$8,500.00	\$96,000.00
1	2	English Foster Youth Low Income	Supplement programs to address student needs	\$43,800.00	\$310,500.00		\$263,000.00	\$617,300.00
1	3	All	Assessments and data analysis	\$42,165.00	\$74,000.00			\$116,165.00
1	4	Foster Youth	Foster Youth Support					\$0.00
1	5	English Low Income	Provide Professional Development for teachers working with English Learners or students requiring extra support.	\$11,000.00				\$11,000.00
2	1	English Foster Youth Low Income	Focus on climate and culture, counseling	\$131,500.00				\$131,500.00
2	2	All	Focus on Diversity, Equity and Inclusion	\$26,000.00				\$26,000.00
2	3	All	Engage parents and actively communicate with stakeholders	\$1,000.00				\$1,000.00
2	4	All	Site Safety					\$0.00
2	5	English Foster Youth Low Income	Focus on absenteeism, truancy and follow up.					\$0.00
2	6	All	Incorporate alternative environments for learning		\$5,500.00			\$5,500.00
2	7	All	Professional Development	\$11,000.00				\$11,000.00
2	8		Facilities/ Maintenance					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Focus on course alignment	\$54,000.00				\$54,000.00
3	2	English Foster Youth Low Income	Ensure access to a broad course of study, particularly for unduplicated student populations.	\$5,000.00		\$90,000.00		\$95,000.00
3	3	English Foster Youth Low Income	Investigate alternatives to grading	\$2,400.00				\$2,400.00
3	4	All	Implement a Comprehensive District Technology plan					\$0.00
3	5	All	Professional Development	\$26,000.00			\$8,000.00	\$34,000.00
3	6	All	Textbook Adoption		\$200,000.00			\$200,000.00

### Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$281,200.00	\$953,200.00
<b>LEA-wide Total:</b>	\$182,700.00	\$846,200.00
<b>Limited Total:</b>	\$87,500.00	\$96,000.00
<b>Schoolwide Total:</b>	\$11,000.00	\$11,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Support for English Learner success	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$87,500.00	\$96,000.00
1	2	Supplement programs to address student needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,800.00	\$617,300.00
1	4	Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth			\$0.00
1	5	Provide Professional Development for teachers working with English Learners or students requiring extra support.	Schoolwide	English Learners Low Income	All Schools	\$11,000.00	\$11,000.00
2	1	Focus on climate and culture, counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,500.00	\$131,500.00
2	5	Focus on absenteeism, truancy and follow up.	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	2	Ensure access to a broad course of study, particularly for	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Scotts Valley High School	\$5,000.00	\$95,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		unduplicated student populations.					
3	3	Investigate alternatives to grading	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	\$2,400.00



Annual Update Table Year 1 [2021-22]

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

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

## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

**Stakeholder Engagement**

Purpose

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

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

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

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

Requirements and Instructions

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

**Local Control and Accountability Plan:**  
For county offices of education and school districts only, verify the LEA:

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### *Focus Goal(s)*

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

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

### *Broad Goal*

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

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

*Maintenance of Progress Goal*

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

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

*Measuring and Reporting Results:*

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.



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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

#### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

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

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

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

## For School Districts Only:

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

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

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

**Expenditure Tables**

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.