



2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	San Diego Global Vision Academy
CDS code:	37-68338-0121684
LEA contact information:	Christine Kane, Executive Director
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	3,993,173
LCFF supplemental & concentration grants	\$	516,314
All other state funds	\$	644,849
All local funds	\$	383,180
All federal funds	\$	444,593
Total Projected Revenue	\$	5,465,795
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,459,903
Total Budgeted Expenditures in the LCAP	\$	3,967,327
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	516,314
Expenditures not in the LCAP	\$	1,492,576
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	933,158
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	933,158

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses not included in the LCP may contain but are not limited to lease expenses, health and welfare benefits, facilities expense, and other general administrative expense.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
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LCFF Budget Overview for Parents

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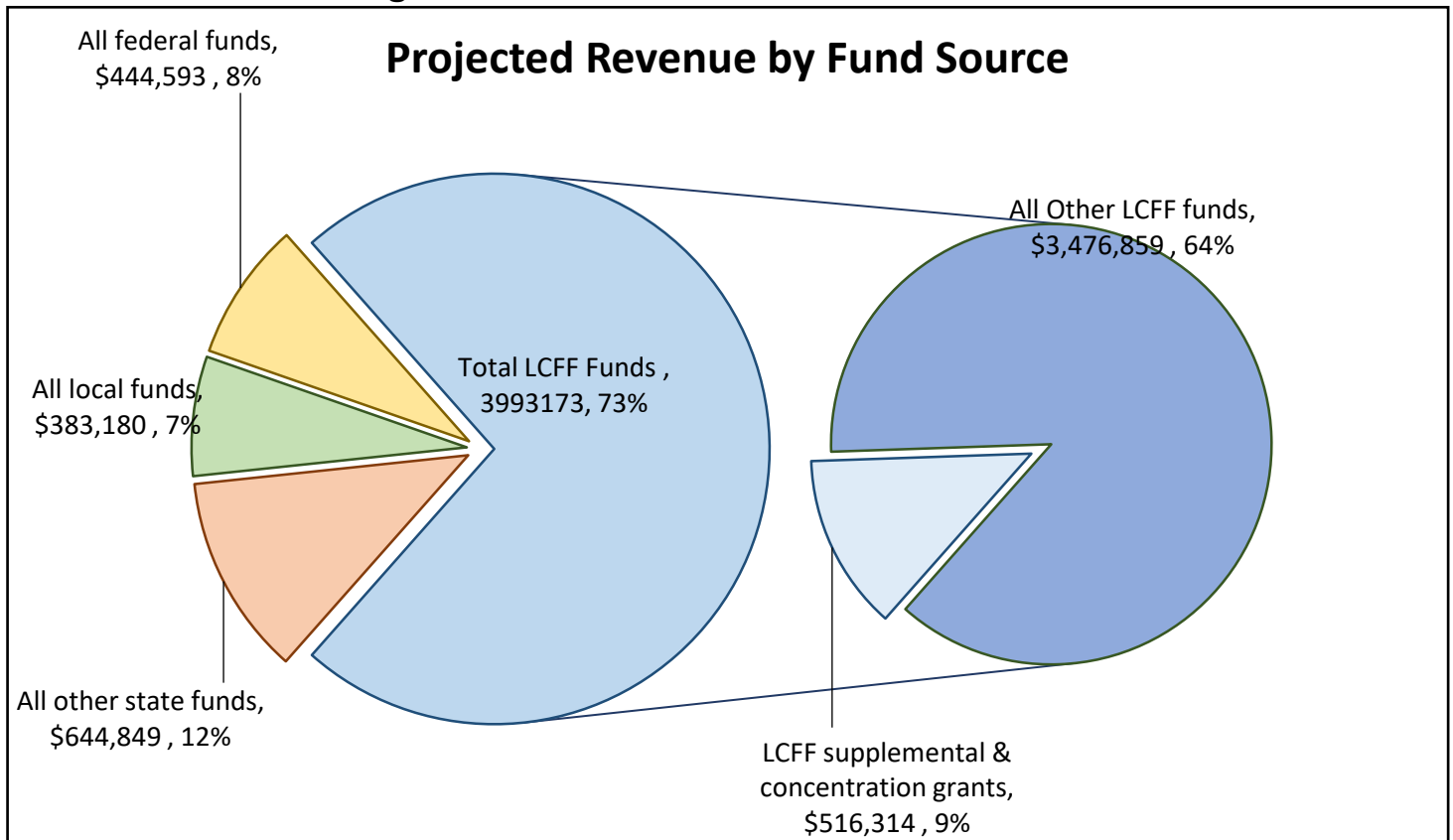
School Year: 2021 – 22

LEA contact information: Christine Kane, Executive Director

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

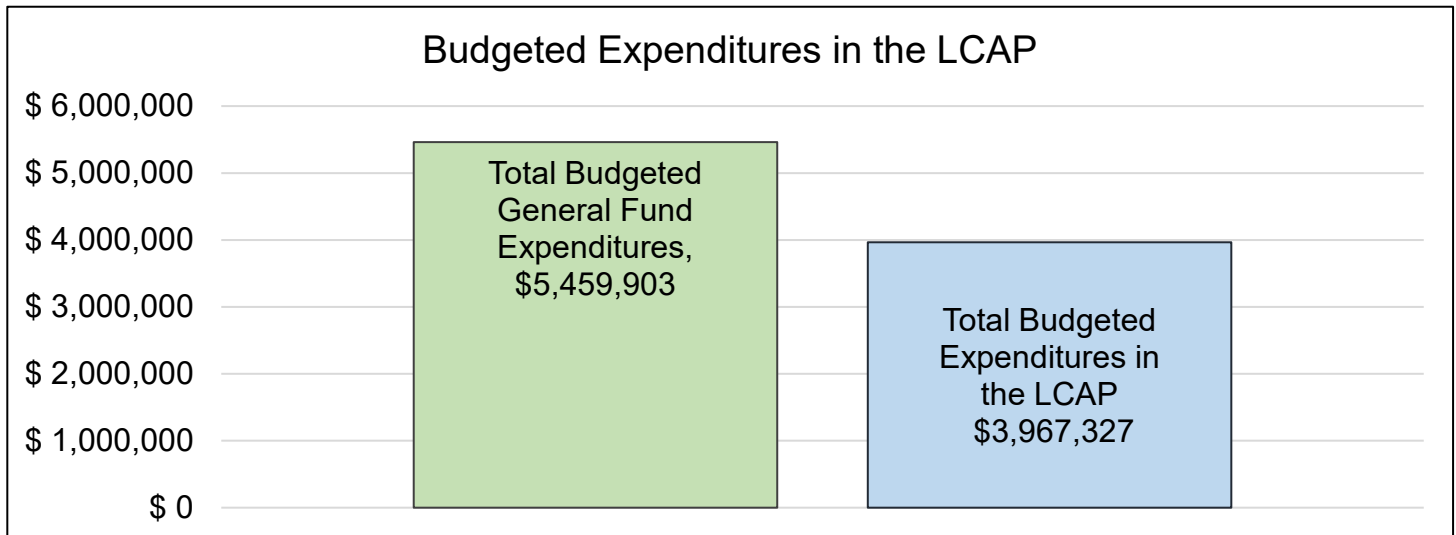


This chart shows the total general purpose revenue San Diego Global Vision Academy expects to receive in the coming year from all sources.

The total revenue projected for San Diego Global Vision Academy is \$5,465,795.00, of which \$3,993,173.00 is Local Control Funding Formula (LCFF), \$644,849.00 is other state funds, \$383,180.00 is local funds, and \$444,593.00 is federal funds. Of the \$3,993,173.00 in LCFF Funds, \$516,314.00 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 San Diego Global Vision Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Diego Global Vision Academy plans to spend \$5,459,903.00 for the 2021 – 22 school year. Of that amount, \$3,967,327.00 is tied to actions/services in the LCAP and \$1,492,576.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

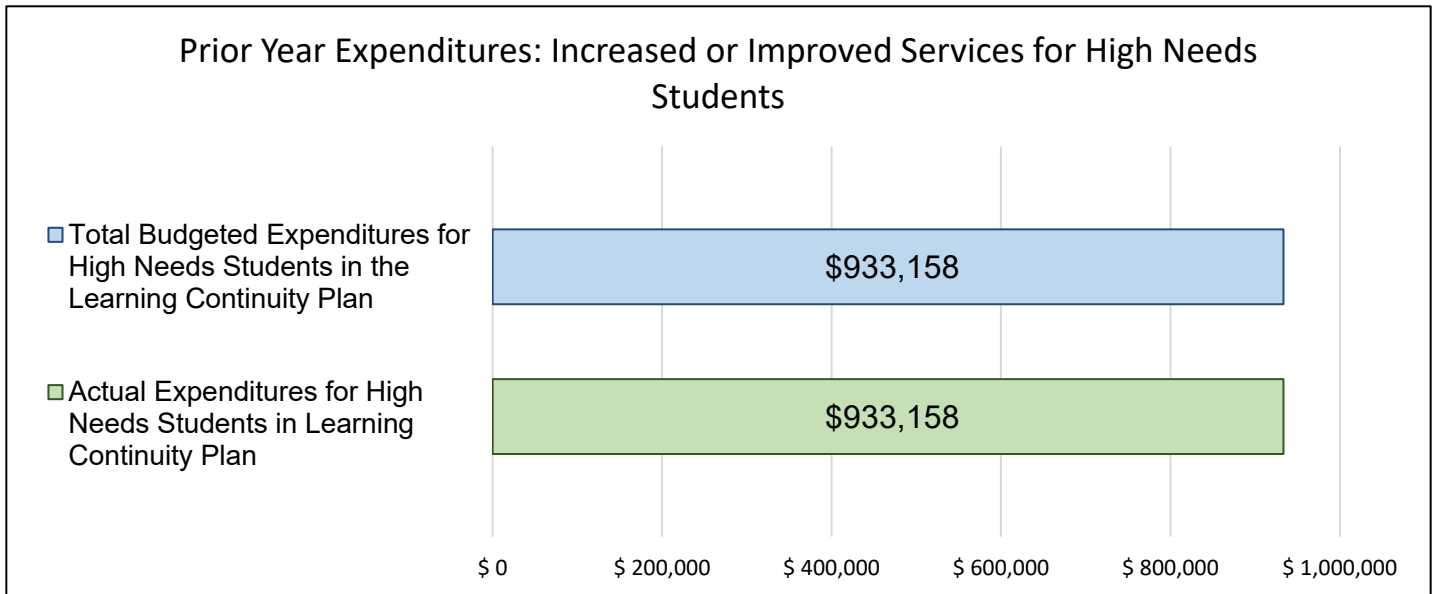
Expenses not included in the LCP may contain but are not limited to lease expenses, health and welfare benefits, facilities expense, and other general administrative expense.

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

In 2021 – 22, San Diego Global Vision Academy is projecting it will receive \$516,314.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Global Vision Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Global Vision Academy plans to spend \$516,314.00 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 San Diego Global Vision Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Diego Global Vision Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, San Diego Global Vision Academy's Learning Continuity Plan budgeted \$933,158.00 for planned actions to increase or improve services for high needs students. San Diego Global Vision Academy actually spent \$933,158.00 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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Global Vision Academy	Christine Kane, Ed.D., Executive Director	christine.kane@sdgva.net 619.600.5321

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

Continue to implement a schoolwide Multi-tiered System of Supports (MTSS) with Response to Intervention (RtI) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities: 1, 7

Annual Measurable Outcomes

Expected	Actual
Annual Growth on CAASPP ELA Distance from Standard (DFS) Scale Scores: Grades 3-8	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Annual Growth on CAASPP Math Distance from Standard (DFS) Scale Scores: Grades 3-8	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Expected	Actual
Increase attendance rates: >95%	2019-20: 96%
Decrease Chronic Absenteeism rates: (1% decline annually)	2019-20: 4.4%
Maintain Middle School Dropout Rates < 1%.	2019-20: 0%
% of students access broad course of study: Music & Tae Kwon Do, Science, Social Studies and PE.	2019-20: 100%
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	Physical Fitness Test (PFT) was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	Physical Fitness Test (PFT) was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Administer Facility Inspection Tool (FIT): Score Good or Better	2019-20: Good
CA Science Test (Grade 5)	CA Science Test (CAST) was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
CA Science Test (Grade 8)	CA Science Test (CAST) was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><u>STAFF: TO SUPPORT THE SCHOOL's PROGRAM:</u> SDGVA will employ the following staff/positions to support the school's educational program: 18 Classroom teachers (including Physical Education) that are appropriately credentialed and assigned, and an Executive Director.</p> <p>SD Global Vision Academy will provide an instructional program that includes a longer school year and longer school day and total instructional minutes that exceed the CA State requirement as outlined in the following chart below.</p>	<p>\$1,367,848 LCFF Base 1000s, 3000s</p>	<p>\$1,337,405</p>

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	TK/K	1-3	4-8
CA REQUIREMENT	175	36,000	50,400	54,000
SD GLOBAL	180	63,900	56,070	56,070
DIFFERENCE	+5	+27,900	+5,670	-2,070

Our school will offer 180 instructional days; that includes 27,900 additional instructional minutes for grades TK/K, 5,670 for grades 1-3; and 2,070 instructional minutes for grades 4-8.

Teachers will participate in 3 weeks of Summer Professional Development, (7) additional non-instructional days during the academic year for professional development and data analysis, and monthly professional development during the academic school year, as outlined under Professional Development (Goal 2, Action 1).

ASSESSMENTS

SDGVA will administer the following local, interim, benchmark and state-mandated assessments:

- Fountas & Pinnell: Grades K-5
- Fastbridge AReading (Universal Screener ELA: Grades 6-8, 3 times/year
- Fastbridge AMath (Universal Screener Math: Grades K-8, 3 times/year
- Formative Assessments
- SBAC Interim Assessment Blocks
- Writing Assessments: 3 times/year
- CAASPP ELA & Math: Grades 3-8
- Fitnessgram/PFT: Grades 5 & 7
- ELPAC Initial & Summative: ELL
- CA Science Test: Grades 5 & 8

Assessment results will be disaggregated by student group & grade level in order to identify student growth, progress, and achievement gaps.

\$5,000

LCFF Base
4000s

\$5,000

<p><u>STAFFING, SCREENERS, & PROGRAMS FOCUSED ON ACADEMIC INTERVENTIONS:</u></p> <p>SDGVA will continue to implement and strengthen its Multi-Tiered System of Supports (MTSS) in combination with Response to Intervention (Rtl) to provide targeted evidence-based academic intervention.</p> <p>The Director of Academic Achievement will continue to provide coaching for teachers and Instructional Associates on evidence-based instructional strategies, data analysis, monitor student progress, analyze student achievement data, and provide targeted intervention in the classroom. Instructional Associates, will provide targeted academic support/intervention including small group instruction during ELA and math instruction; and will participate in planning with classroom teachers.</p> <p>The ELA Rtl Interventionist, and Math Rtl Interventionist will provide academic support for struggling students as evidenced on CAASPP, Fastbridge and Fountas & Pinnell assessments.</p> <p>SDGVA will purchase implement the following web-based intervention programs:</p> <ul style="list-style-type: none"> • IXL Math, ELA & Science (Subscription) • RAZ Kids • Brain Pop (subscription) 	<p>\$689,099</p> <p>\$130,285 Title I, Director of Student Achievement and one instructional aide</p> <p>\$558,814</p> <p>LCFF S/C, instructional associates, RTI Interventionist, benefits, intervention programs</p> <p>1000s, 2000s, 3000s, 4000s</p>	<p>\$681,099</p>
<p><u>STAFFING & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>SDGVA will continue to implement and strengthen its Multi-Tiered System of Supports (MTSS) in combination with Response to Intervention (Rtl) to provide targeted evidence-based social-emotional and behavioral supports to improve student outcomes led by the Executive Director.</p>	<p>\$76,000</p> <p>\$66,000 LCFF S/C, Tae Kwon Do and Music contractors</p> <p>\$10,000 LCFF Base, Tae Kwon Do and Music supplies</p>	<p>\$155,000</p>

<p>Social Thinking groups will continue under the leadership of the E.D. including the implementation and expansion of Second Step Social-emotional Curriculum (K-8) and counseling services will be provided by the Social-emotional Rtl Specialist.</p> <p>All students will have access to Music and Tae Kwon Do, led by enrichment instructors as part of our school's social-emotional support program.</p>	<p>4000s, 5000s</p>	
<p><u>FACILITIES</u></p> <p>SDGVA strives to provide a safe, clean, and well-maintained school site for all students and staff. In order to accomplish this the following will take place:</p> <ul style="list-style-type: none"> • Acquisition of new facility site & relocation expenses • Classroom furniture for new site • Facility leasing expenses • Facility maintenance, repairs and janitorial staff • Administer annual FIT Report 	<p>\$299,506 LCFF Base, SB740 5000s</p>	<p>\$241,269</p>
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u></p> <p>SDGVA's SELPA Provide is the El Dorado is Charter SELPA. The SPED Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services.</p> <p>The Educational Specialists will provide push-in support and collaborate with the classroom teacher in order to improve academic outcomes for all Students with Disabilities.</p> <p>SDGVA's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p>	<p>\$536,000 State and Federal Special Education Funds 1000s, 2000s, 3000s, 5000s</p>	<p>\$407,720</p>

SDGVA's SPED Coordinator will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.		
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Goal Analysis

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

There were no material differences.

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

By Monday, March 16th, our staff had created student learning bags that contained 2-weeks of grade level standards-aligned coursework; learning materials on Google Classroom, school supplies, and books that were distributed via curbside to all families. The coursework covered the time period from the initial school closure to our school's Spring Break.

For Students with Disabilities: A letter was issued to all families with Students with Disabilities via U.S. Mail and electronically providing the information on the transition to Distance Learning as a result of COVID19 School Closure and the methods by which the school would continue to deliver high quality educational opportunities to student though other options, such as distance learning and align its program to the extent practical to Students with Disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the IDEA. The Educational Specialist provided push-in and pull-out during General Education Zoom sessions and consulted and collaborated with general education teachers to provide support. The School Psychologists met with students individually or in groups via online Zoom sessions and provided social and emotional support. Additional related service providers were provided in a virtual setting (Zoom) to the extent possible.

Approximately 68% of students at SD Global Vision Academy are Unduplicated Pupils (Low Income, English Learner, Foster Youth). The following is a description of the services for Unduplicated Pupils (UP).

For English Learners: All ELs received designated and integrated English Language Development (ELD) by their teacher. A designated team of Instructional Associates provided academic and ELD support via Google Meet sessions. Our instructional team participated professional learning on how to incorporate ELD during distance learning, and on planning lessons with Zaretta Hammond's Culturally Responsive Principles. ELs accessed Imagine Online Language & Literacy Program specifically geared toward English Language

Acquisition. Bilingual staff communicated with families of English Learners to provide them with updates on their child's academic progress; provide strategies to support their child at home during distance learning and to answer any questions. All materials sent to families were also translated to Spanish. Long-term ELs participated in Google Chat/Meet with educators and received one-on-one sessions with trained Instructional Associates.

ELs received differentiated grade level tasks with ELD supports (voice to text, online tools to practice language). Our educators focused on building background knowledge through videos and teacher read-alouds, used Harvard Project Zero Thinking routines, building vocabulary through writing, language and highly effective instructional practices (ex. "which one does not belong? Using claim-evidence reasoning framework). Parents were instructor on how to scaffold assignments. For example: student dictated their writing while a parent wrote with a highlighter and then the student would trace it. Educators implemented GLAD strategies, focused on informational text to deepen students' background knowledge, followed Universal Design for Learning (UDL) principles, use of deeper reading strategies, vocabulary strategies in all content areas, use of sentence frames, use of visuals whenever possible, and daily video tutorials and instruction for students/families. Listenwise, an online program was used to promote literacy, listening, and build student background knowledge. Our educators planned thematic units that were aligned to grade level science or history standards, used Google translate for home language, chunked videos, and use of graphic organizers.

Low-income students participated in one-on-one Google Meet sessions with educators and Instructional Associates, and were supported with organizing daily tasks lists and prioritizing assignments. As stated earlier, vulnerable student groups including Unduplicated pupils were provided with a technology device, Wi-Fi hotspot, access to meals, assistance with the application process for Pandemic EBT, access to web-based resources for additional academic support, and were monitored regularly by our Support Staff.

SDGVA did not have any foster youth students this year, but if we had, the foster youth liaison would have communicated with foster youth students on regular basis to ensure their academic, social-emotional needs are met, including access to curricular and instructional materials, access to devices, meal services, and any other needs identified.

Academic supports/intervention included one-on-one sessions with Instructional Associates with flexibility in scheduling. Assignments were scaffolded with word banks, sentence frames, and differentiated skills were assigned with iXL. Educators collaborated with colleagues and the Administrative Team to support students in academics, social-emotional learning, technology, and communication with parents/families regarding incomplete/missing work. Social-emotional supports and check-ins were conducted by educators and the Family Outreach Team.

Goal 2

Continue to provide all students with a high quality and highly engaging STEAM-based educational program using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on the diverse learning needs of our students, prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected	Actual																				
% of students that will have access to standards-aligned instructional materials:	2019-20: 100%																				
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2019-20</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>2</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>2</td></tr><tr><td>HEALTH</td><td>4</td></tr><tr><td>PHYSICAL ED.</td><td>4</td></tr><tr><td>VAPA</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	5	ELD	2	MATH	4	NGSS	3	HISTORY	2	HEALTH	4	PHYSICAL ED.	4	VAPA	3
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																					
	2019-20																				
ELA	5																				
ELD	2																				
MATH	4																				
NGSS	3																				
HISTORY	2																				
HEALTH	4																				
PHYSICAL ED.	4																				
VAPA	3																				
% Teachers who are appropriately credentialed and assigned.	2019-20: 100%																				
Increase % of EL who progress in English Proficiency as measured by CELDT/ELPAC:	Fall 2019 CA Dashboard ELPI: 64.4% (High)																				

Increase English Learner reclassification rate:

2019-20: 19%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<u>PROFESSIONAL DEVELOPMENT</u> SD Global Vision Academy will provide all teachers with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students which will include: <ul style="list-style-type: none">• Integrated ELD Instruction (K-8)• Designated ELD Instruction (ELD Coordinator)• Restorative Justice: SDCOE• Mathematics - Cognitive Guided Instruction• Science - Generating NGSS Lab Experiences• ELA Intervention Strategies for K-2• Guided Reading K-5• Classroom Management• GLAD Strategies (next cohort) Members of the Administrative team will participate in professional learning, workshops and/or conferences that include but are not limited to: <ul style="list-style-type: none">• CCSA• MTSS Symposium• SDCOE Equity Symposium• SD Area Writing Project: Fall/Spring Conference• Illuminate Conference In addition, all teachers will participate in: <ul style="list-style-type: none">• 3 weeks of professional development• Monthly during the academic year• 7 non-instructional days during the academic year	\$27,500 LCFF Base 5000s	\$45,385
<u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u> The Leadership Team will review and revise the EL Master Plan to align with ELPAC, ELD standards, SBE/CDE approved reclassification criteria, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated	\$20,000 LCFF Base 1000s	\$20,000

and integrated instruction across all grade levels. The ELD Coordinator will provide additional designated ELD instruction and build on foundational skills. Instructional Associates will provide EL students with additional academic support and intervention through push-in and small group instruction to improve reclassification rates, monitoring EL (post RFEP), and improve EL student academic outcomes.		
<u>CORE & SUPPLEMENTAL</u> <u>CURRICULUM TO BE PURCHASED:</u> SDGVA will ensure that every student has access to standards-aligned curriculum, which will be verified by the Executive Director during classroom observations, and from annual purchases. Purchase for the upcoming year includes TCI Science Kits.	\$122,500 LCFF Base 4000s	\$93,021
<u>TECHNOLOGY</u> SD Global Vision Academy has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Director of Informational Technology conducts a needs assessment based on staff and student needs. Planned purchase for the 2019-20 school year includes: replacement laptops to ensure 1:1 implementation. SDGVA will continue to subscribe and utilize Illuminate Ed to disaggregate student data, Student Information System, Data & Assessment test bank and include a parent portal, in order for parents to access their child's academic progress/grades and communicate with teachers.	\$137,530 LCFF Base 2000s, 3000s, 4000s	\$146,692

Goal Analysis

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

There were no material differences.

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

During the week of March 16th, our entire staff collaborated in the development of our school's Distance Learning Plan, technology needs assessment, identify professional development needs, and identify additional needs our students would need during school closure.

Our staff surveyed families via phone calls the week of March 23rd to identify which students would need a technology device, and/or access to internet service at home. SDGVA provided families with technology device pick up details on its school website. Technology The week after Spring Break (April 6th) our staff distributed Chromebooks to approximately 66% of our students who were identified as lacking a technology device at home. SDGVA provided free Wi-Fi hotspots; and a list of resources where families could obtain free internet service from Cox including Cox Wi-Fi hotspots was provided to all families. Our IT Director developed "how-to" videos for students and families so they could access the Distance Learning platforms, which was uploaded on our school's website. Our school provided Tech Support where students/families could submit a tech support ticket or call the main school number.

SDGVA's Distance Learning pedagogical approach was to deliver standards-aligned instruction via Google Classroom. Teachers implemented asynchronous learning mode with students for daily lessons; and synchronous learning mode with students for one-on-one basis and/or small group instruction. On March 29th, families were informed our transition to Distance Learning Plan from April 6th – June 12th.

Immediately upon school closure, our teachers participated in professional development that focused on planning and developing distance learning lessons that were culturally relevant, included Universal Design for Learning (UDL), maintaining our Multi-tiered System of Supports Framework. Instructional Associates participated in learning sessions to provide feedback and collect learning data. The Administrative Team participated in a plethora of sessions hosted by the San Diego County Office of Education, CDE, and other organizations who provided guidance on implementing effective components for distance learning.

SDGVA's Distance Learning Plan was uploaded to the school's website. This decision was made in consideration for the safety, confidentiality and bandwidth concerns for the wide range of families whom we serve. All teachers uploaded daily lessons by 8am. Attendance was taken by teachers and based on student completion of tasks/assignments and review of posted materials. All teachers, Education Specialist, Special Education Specialist and Instructional Associates provided daily office hours from 8a-4pm (offline 12-1pm). Teachers monitored student progress, provided feedback and graded assignments for evaluation purposes. The following curricular web-based programs were implemented and utilized by our students: Google Classroom, Class Dojo, Imagine Learning, iXL, Listenwise, RazKids, BrainPop, and Fastbridge Assessments. The following supplemental programs were utilized by students: Seesaw, Classroom Champions (SEL Program), Padlet, Prodigy, GoNoodle and Typing Agent.

SDGVA educators planned for two weeks of community building lessons in English Language Arts focused on Social-emotional learning skills, while writing lessons focused on community building and connecting students through peer feedback. We provided families with

mindfulness activities, brain breaks and art/music/movement activities, and prioritized students' emotional and mental well-being over academic content. We implemented synchronous connection times so that students could share, engage, and connect with peers and educators. The initial 2-weeks of Distance Learning were focused on building an online community of care and compassion, that included individual check-in sessions with students, providing positive feedback from educators and Instructional Associates. In addition, educators advocated for student support based on observations and interactions with students. Weekly group meetings for SEL activities took place, and educators provided families with feedback on their child's progress. Workload for students was reduced on Fridays and provided opportunities for student choice and relaxation, and documented the total number of SEL sessions held class. We hosted Spirit Days virtually, and delivered care packages to homes of vulnerable student groups. Educators encouraged student positive self-expression through poetry, art and music. Teachers used Hapara to monitor student online activity including emails, and messaging to intervene in potential bullying issues.

Goal 3

Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making via SSC, ELAC & PTC. (See Action 2)	2019-20: Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students. (See Action 3)	2019-20: Outcome Met
Maintain suspension rates <2%	2019-20: 0%
Maintain expulsion rates:	2019-20: 0%
Increase parent survey participation rate:	2019-20: 12%
Increase student survey participation rate:	2019-20: 98%
Increase staff survey participation rate:	2019-20: 75%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:</u>	\$71,625 LCFF Base 2000s, 3000s, 5000s	\$54,011

<p>SD Global Vision Academy will implement the following:</p> <ul style="list-style-type: none"> • Field Trips aligned to course content standards to provide students with experiential learning opportunities. • Comprehensive Sex Education (Middle School) • Intramural Sports Program, led by the Athletic Director • Host student competitions that support and increase student engagement. • Review, revise and implement School Safety Plan • Monthly Leadership Assembly to recognize students for exuding character traits, improved attendance, and demonstrating academic improvement. • Administer annual student, parent, and staff survey to measure student/school connectedness and safety. • Establish School Attendance Committee (SAC) to monitor/track, communicate with families and develop strategies to reduce chronic absenteeism rates. 		
<p><u>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</u> In order to promote and elicit parent input in decision-making, SD Global Vision Academy will host and facilitate SSC Meetings during the school year with annual elections to include parents, staff, and teachers.</p> <p>SD Global Vision Academy will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.</p>	See Goal 1, Action 1	
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:</u></p> <p>As part of SD Global Vision Academy's MTSS Program implementation our school will partner with parents (including unduplicated and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p>	<p>\$72,000 LCFF Base 2000s, 3000s</p>	<p>\$62,035</p>

- Parent University, a series of parent education workshops that will focus on academic achievement and support with reading, writing and mathematics; Social-emotional Support (for high anxiety, anger management, and depression); and other topics requested by parents
- Discussions/workshops with parents on the updated attendance policy & Parent/student handbook.
- Coffee with Director Kane

The Office Clerk's role is to communicate with parents, provide translation services, issue invitation for schoolwide events, workshops, and forums noted above, especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.

Establish an outreach program to develop partnerships with Community based Organizations and Community Members.

Goal Analysis

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

There were no material differences.

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

The last day of site-based instruction was Thursday, March 12th. Families were notified via a call, Class Dojo, text message, email and the school's website, of the school's closure, coursework/assignments, and next steps.

Our staff of Educators, Educational Specialists, Instructional Associates, Family Support Team and Administrative team communicated with families on a daily basis with families using Class Dojo, emails, phone calls, text messaging and Zoom meetings. Students who were absent would be contacted by their teacher and/or a member of our Support team, to identify the root cause and provide supports as needed. Approximately less than 1% of students were not participating regularly despite contacting families on a regular basis.

Students, staff and parents were surveyed to measure the effectiveness of our school's Distance Learning Program; and identify areas of strength and growth. Results will be shared with staff and parents and used to improve the effectiveness of our program.

Parents informed us that the impact of distance learning (school closure) has been challenging, stressful, in addition to job and food insecurity. Parents informed our staff they were very appreciative of the ongoing communication by our staff with families and the resources that were provided to families. To address these issues teachers provided office hours daily throughout the day for small group and/or one-on-one instruction via Zoom meetings. Teachers were tasked with monitoring daily attendance to identify students who were not participating, disengaged or struggling. Our staff conducted check-ins with families on a regular basis to provide resources including mental health counseling, food services, grants for undocumented families (community resources), and assistance with Pandemic EBT application.

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
Executive Director and teachers to provide instruction during in-person and Distance Learning.	\$1,756,880	\$1,770,505	Y
Special Education Services and Staff	\$777,834	\$699,605	N
Purchase of PPE Equipment, Supplies, Facilities cleaning/janitorial services, partitions, shields, etc.	\$198,981	\$225,000	N
Implementation of a Systemic Cycle of Assessments: Diagnostic, formative, summative, local, benchmark. (Fastbridge Assessments)	\$3,000	\$3,000	N

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.

For the 2020-21 school year, San Diego Global Vision Academy provided all students with a longer school day (240 daily instructional minutes), and longer school year (180 instructional days) that exceeded SB98 requirements of 175 instructional days. Additionally, all teachers participated in 10 days of intensive summer professional development, 5 additional days for Educational Leadership, and 7 non-instructional days during the academic school year for professional development. A portion of total teacher and Executive Director's salaries will be funded with LCFF S&C (contributing).

Otherwise, there were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

Successes with In-Person Instruction include:

San Diego Global Vision Academy transitioned to daily (5 days/week) in-person instruction on October 5, 2020, offered to all grade levels. Initially 50% of students returned to in-person instruction, but over time expanded to 80%, with 20% remaining in remote (distance learning) instruction. SDGVA has followed all state and local county health protocols and guidelines.

“What is essential for some is good for all” is a common theme at San Diego Global Vision Academy.

SDGVA was committed to ensuring equitable services for all students through delivery of instruction, assessments with our educational program. To ensure health and safety for all staff and student with in-person instruction, we implemented the use of multiple rooms for a classroom, in other words broadcasting across 2 classrooms to ensure continuity of instruction, maintain academic rigor, and a culture of high expectations. With the return to in-person instruction our staff, educators, and parents noticed remarkable positive changes among students who were disengaged, feeling isolated, during distance learning.

Other success with in-person instruction includes: providing students with personalized and individualized instruction that met their targeted needs including but not limited to small group instruction, one-on-one support, and additional support. In-person instruction provided our students with social connection, that was lacking with distance learning. Students participating in in-person instruction received instruction the first half of the day; then in the afternoon, our teachers provided instruction for students participating in distance learning to ensure equitable services for all.

Families who would not otherwise have had access to have, been able to listen to

Challenges with in-person instruction were scheduling and planning logistics, and classroom spacing, with our educators since our goal was to provide equitable services for all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Subscriptions for the web-based instructional/curricular programs, including Zoom.	\$3,000	\$50,000	N
Purchase of Chromebooks, Wi-Fi Hotspots, Internet Service for students to access Distance Learning. In addition, our school will provide Tech Support Services for families, students and staff.	\$11,200	\$63,000	N
SDGVA's Support Staff, and front desk staff, will be communicating with students and families on a daily basis and addressing student/family needs to ensure all students are in attendance daily. Instructional Associates will collaborate with teachers and provide academic support/intervention.	\$711,637	\$908,735	Y
Teachers and staff will participate in a robust and comprehensive Professional Development throughout the school year.	\$44,142	\$58,322	N
Instructional materials (Non web-based) for teacher/student use	\$101,458	\$231,656	N
Subscription to Student Information System: PowerSchool w/parent portal and to document daily student attendance.	\$17,500	\$17,500	N
ELD Curriculum: Amplify, Benchmark Advanced	--	\$30,000	N

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.

The following are the substantive differences between the planned actions and what was actually implemented:

- Purchase of additional hotspots acquired through the San Diego County Office of Education
- Additional professional development provided to all teachers: MTSS, GLAD Strategies, and Cognitive Guided Instruction (CGI)
- Powerschool SIS was not implemented this year, but instead Illuminate

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 following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: SDGVA's Distance Learning instructional modes included interaction, instruction and check-ins between students and educators via technology. SDGVA Educators utilized video and audio instruction as well as print materials provided by the school site for use at home. SDGVA provided all students the school supplies required to complete Distance Learning at home and monthly resource bags for continued efforts to maintain rigorous and differentiated instruction. It is important to note Distance Learning was not a minute-for-minute replacement of the school day. Rather, it was an altered and abbreviated schedule that reflects the realities of school closures, social-distancing, shelter-in-place, stay-at-home and other orders.

CA Ed Code 43502 does not require Physical Education instructional minutes for 2020-2021. However, we recognized the importance of physical health and well-being is fundamental to academic learning as well. Physical Education & Tae Kwon Do lessons provided an asynchronous opportunity for weekly engagement in Distance Learning. Video lessons were uploaded to Google Classrooms.

- Challenges: issues with technology and connectivity, and inability to access platforms. Our youngest students in grades TK-1 struggled with logging on daily on time when they lacked a sole dependent adult to assist them. Many were in day care and participating in distance learning was a challenge. Most of our families are working families and as a result of the pandemic and distance learning, there was a lack of adult supervision at home. Despite offering in-person instruction, families were faced with scheduling issues having to balance school schedule(s) of their child(ren) with their work schedules.

Access to Devices & Connectivity:

- Successes: Our staff conducted a technology and connectivity needs assessment via a family questionnaire and Chromebooks and Wi-fi hotspots were distributed. We also provided families with resources on acquiring low-cost internet from a local Internet Service Provider (ISP). Technology Support was made available via the tech support webpage <https://sites.google.com/sdgva.net/tech/home> where students and/or families could watch a short YouTube videos, review Frequently Asked Questions (FAQ), or submit a tech support request. Our school also set-up a main phone number where messages were checked regularly by the school's staff.

- Challenges: Despite providing devices and hotspots some students had issues with technology and connectivity, and inability to access platforms

Pupil Participation & Progress:

Successes: Overall there was high student attendance, engagement and participation rates during distance learning as required with SB98. SDGVA designed a distance learning program that encompassed academic and SEL supports, in addition to enrichment program that included PE, Art, and Tae Kwon Do; and movement breaks throughout the day. Instruction provided to our students included whole group and small group instruction.

- Challenges: Despite providing Wi-Fi hotspots some students struggled with participating in daily instruction on time.

Distance Learning Professional Development:

- Successes: SDGVA provided professional development and resources to support educators with distance learning, including online platforms, applications and tools. Our teachers have become more adept with the use of technology and web-based applications.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: SDGVA's classified staff were re-assigned during distance learning to support our program (student/family needs) as support staff. Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.

- Challenges: There were no challenges with staff roles and responsibilities.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: For ELs, SDGVA teachers provided both designated and integrated ELD instruction for English Learners daily. To continue to develop English learner language skills, teachers provided daily comprehensive English Language Development. Designated English Language Development "first teaching" was provided through synchronous instruction via small groups differentiated by proficiency level. For our ELs our teachers utilized Amplify, Benchmark and Imagine learning, and Instructional Associates provided additional supplemental support. Over the past few years, SDGVA teachers have participated in GLAD training (through cohorts), and these strategies were implemented during distance learning.

The SDCOE MTSS Collaborative this year focused on ELs accessing math through academic discourse, which our leadership participated in and strategies were shared with our teachers during professional development.

For Special Education: All students with special needs received the services outlined in their IEP to the greatest extent possible during distance learning. The overarching principle of SD Global Vision Academy's Special Education Department was to provide equitable access for students with disabilities to the same learning experiences and opportunities as their general education peers. In a typical school day, our resource teams accomplished this using push-in, co-teaching, pull-out, and resource lab settings. In Distance Learning,

this meant being flexible and understanding that service delivery and specialized teaching will look slightly different. Education Specialists and other Specialists were available to support all students with IEPs, aiming to provide the required hours to the greatest extent possible in a virtual learning environment. Push-in services occurred during small group instruction. Pull-out services were provided during non-scheduled live sessions. Service providers worked with families to create standing schedules for service delivery that met the needs of families and adhered to the minutes outlined in the student's IEP.

Our Students with Disabilities (SWD) required accommodations (and sometimes modifications) to access their curriculum. The Special Education and General Education teachers ensured that our students received as many of their accommodations as possible during Distance Learning to ensure full participation and access.

Families indicated they were highly satisfied with the services provided to ensure their child was learning.

- Challenges: We encouraged our Students with Disabilities to attend in-person instruction so they would have easier access to services. When that was not possible, the challenge was adapting online learning to be as close to classroom inclusion model learning

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Imagine Learning for EL/LtEL	\$36,000	\$30,000	Y
Director of Academic Achievement	\$109,485	\$109,485	N
Additional: 2 EL Instructional Associates for Instruction;	\$64,357	\$70,000	Y
Grade-level Personalized Student Learning Bags	\$100,000	\$100,000	N
EL educator for ELD team	--	\$26,700	N

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.

The following are the substantive differences between the planned actions and what was actually implemented:

- Hired an ELD educator

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.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: An effective means to reach all learners is to focus on modality-based instruction; this consists of organizing around the different modalities to accommodate the needs of all learners.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, were provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-8.

Distance Learning relies heavily on audio and visual modalities for instructional learning purposes. Unfortunately, tactile & kinesthetic learners need to feel and touch to learn. Instruction geared primarily to the auditory learner can be a hindrance to these learners, causing them to fall behind. One key reason at-potential children may have difficulty retaining information during Distance Learning is that they tend to be tactile and kinesthetic learners.

Included in our feedback from SDGVA parents, guardians, students and educators on how to improve the learning experience was a request for more hands on manipulatives or tangible items to use for multiple modality purposes.

Therefore, our Educators and Instructional Associate team created a grade level appropriate Student Learning Bag for every student filled with school supplies, curriculum, manipulatives and social-emotional support tools.

- School supplies included basic foundational items we would've provided every student inside a classroom on the first day of school: whiteboards, expo markers, crayons, pencils, erasers, content-area journals, post-it notes, rulers and colored pencils.
- Curriculum included adding in our first units for mathematics workbooks with the ability to include Cognitive Guided Instruction and chapter books for English Language Arts or science materials for lab experiments.
- Our team ensured our vulnerable population had access to Special Education materials and tools as well as utilizing English Language Development frames to serve our English Learners.
- Educators purposefully included social-emotional support tools in terms of personalized welcome notes, time management tips, organizational features for creating a home learning environment.
- Finally, each child received a new SDGVA Spirit Shirt with our new logo for the 2020-2021 school year. SDGVA Spirit Shirts are provided annually to families at no cost to promote school-wide culture on Fridays. Our SDGVA Staff also wear our SDGVA Spirit Shirts on Fridays to promote a sense of unity. We intend to carry forth our intentional efforts from last year to sustain a warm, loving and inclusive learning environment whether students are participating via In-Person or Distance Learning.
- Challenges include: despite providing numerous resources and in-person instruction, we struggled with students/families who opted for distance learning and did not participate in daily instruction.

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.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include: SDGVA Administration and Academic Leadership Team provided professional development in consultation with our school counselors staff-wide to promote a holistic view of healing from traumatic experiences and environments. We host two week professional development prior to onset of school starting to prepare appropriately for our students and families experiencing a global pandemic. We are integrating a healing-centered approach this year that views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term Healing Centered Engagement (HCE) expands how we think about responses to trauma and offers more holistic approach to fostering well-being.
- Challenges this past school year have impacted our students' emotional and social well-being. At SDGVA there was an increase in the number of students identified for socioemotional support. Our school provided several levels of support, including parent consultation, referrals for individual and family counseling within the community, school-based counseling.
- Challenges with staff mental health & emotional wellbeing has been significant. This was an exceptionally stressful year especially for our educators and support staff who also are parents and maneuvering their responsibilities as educators and the responsibilities as parents was overwhelming with distance learning.

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.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: SDGVA has been successful with student engagement and outreach as further evidenced in student survey results, high overall attendance rates 96.9%, and 80% of students/families opting for in-person instruction are all indicators of our school's success with student outreach and student engagement during a highly stressful and unpredictable year.
- Successes with parent engagement: Multiple levels of staff, from support staff, to teachers, and school administrators communicated with families on an ongoing basis since March 2020, from Zoom meetings, phone calls, home visits, ParentSquare, and announcements on our school's website and via email. This ongoing communication resulted in positive relationships.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.
- Challenges include: For families multitasking and trying to balance their child's online learning, childcare and working from home has been extremely challenging and stressful for many. Other families were faced with job, housing and food insecurity, in addition to childcare and caring for aging parents (multi-generational households). Other families reporting having to address both academic and social-emotional needs of their children while at home was also stressful and overwhelming. The COVID stay-at-home orders resulted in families feeling isolated.

Analysis of School Nutrition

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

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social/emotional Well-being	Mental health services, and Counselors	\$20,000	\$20,000	N
Pupil & Family Engagement	Parent Square, KINSA App	\$12,000	12,000	Y
Pupil & Family Engagement	Family Outreach Team to communicate with families and promote student/family engagement and outreach	\$109,164	\$115,000	Y
School Nutrition	Snacks for K-5 students	--	\$7,500	N

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

San Diego Global Vision Academy incurred additional expenses with:

- Provide nutritious snacks for K-5 students participating in in-person instruction

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.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to implement the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.
- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom.
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: As part of our RtI program our school is committed to providing SEL supports especially with the impacts of the global pandemic, resulting in high levels of stress, anxiety, and isolation. The Social-emotional RtI Specialist will ensure the SEL needs of our students are addressed using mindfulness, restorative practices, and SEL curriculum (Second Step and classroom Champions). SDGVA administers universal screeners such as Panorama SEL surveys to identify, and monitor SEL needs.
- Student Engagement: With the return of all students for in-person instruction in the upcoming school year, there is a need to provide students with experiential learning opportunities to maintain student engagement, physical fitness, sports program, and social peer-to-peer interactions to establish a sense of community at our school.
- Family Engagement: SDGVA staff have developed strong relationships over the past year with ongoing and consistent communication using various platforms with families.

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

SD Global Vision Academy has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- Fastbridge aReading assessment: (K-8) 3 times/year
- Fastbridge aMath assessment: (K-8) 3 times/year

- Fountas & Pinnell (K-6)
- Illuminate assessments

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.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

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.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue to implement academic and social-emotional universal screeners
- Implementation Fastbridge aReading & aMath assessments
- Implementation Fountas & Pinnell assessments
- Tier 2 intervention: Rtl Interventionists: Math and ELA
- Additional academic support instructional Associates
- Address SEL needs of our students – Social-emotional Rtl Specialist
- Strengthen designated ELD instruction
- Continue to strengthen instructional services for SWD

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.

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Global Vision Academy	Christine Kane, Ed.D., Executive Director	christine.kane@sdgva.net 619.600.5321

Plan Summary 2021-22

General Information

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

San Diego Global Vision Academy (SDGVA) is a writing, STEAM, and service-learning based public school. SDGVA strives to build student's academic self-efficacy to participate in the global community. SDGVA does this by taking a four-pronged approach towards preparing students for 21st century literacy and leadership demands.

1. Access to high quality standards-aligned educational experience
2. Guiding Principles of the National Writing Project
3. STEAM-based instruction that emphasizes critical and innovative thinking
4. Service learning component

SDGVA offers a culturally and linguistically diverse student body with an opportunity to achieve academically in a “warm-demanding” (Hammond) learning environment. SDGVA staff maintains a Culture of High Expectations for both academics and behavior while providing a safe and nurturing learning environment for all students.

San Diego Global Vision Academy (SDGVA) is a direct-funded charter school serving 432 students in grades TK-8 that include the following demographics: 53% Hispanic, 20% African American, 14% White, 11% 2+ Races, 1% Asian, 1% Filipino, 14% Students with Disabilities (SWD), 12% English Learners (EL), 4% Homeless Youth (HY), and 62% Socioeconomically Disadvantaged. Currently, SDGVA does not have any students enrolled and identified as Foster Youth (FY).

San Diego Global Vision Academy mission is to develop civic-minded leaders, accomplished writers, and resilient life-long learners. Our vision is to provide every student with an education that integrates meaningful service learning and quality writing instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. San Diego Global Vision Academy fosters inter-disciplinary thinking in Science, Technology, Engineering, Arts, and Mathematics (STEAM) to prepare students as 21st century learners.

Reflections: Successes

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

The following chart reflects San Diego Global Vision Academy's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the Governor's orders to suspend state testing, the CDE has not released a School Dashboard since Fall 2019.

- Performance levels for Suspension Rate reflect a blue performance level schoolwide and for the English Learner, Socioeconomically Disadvantaged, Hispanic and White student groups, and yellow for Students with Disabilities (SWD), and African-American.
- The ELA & Math Academic Indicators received a green performance level schoolwide and for the English Learner, Socioeconomically Disadvantaged, African American and Hispanic student groups; and yellow for Students with Disabilities.
- For Chronic Absenteeism, the White student group received a blue performance level, and a green performance level for the English Learners and African American student groups.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Blue	None	None	Green	Green
English Learners	Green	Blue	None	None	Green	Green
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Blue	None	None	Green	Green
Students with Disabilities	Yellow	Yellow	None	None	Yellow	Yellow
African American	Green	Yellow	None	None	Green	Green
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Blue	None	None	None	None
Two or More Races	None	None	None	None	None	None

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.

San Diego Global Vision Academy received an overall yellow performance level on the Fall 2019 CA Dashboard for the Chronic absenteeism Indicator, schoolwide and for the Students with Disabilities student group. SDGVA received an orange performance level for Socioeconomically Disadvantaged and Hispanic student groups, a green performance level for English Learners and African American student groups, a blue performance level for the White student group. The following charts provide the total number of students per student group, total count and chronic absenteeism rate for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard.

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

SDGVA				SDGVA			
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	373	20	5.4%	SCHOOLWIDE	394	21	5.3%
AFRICAN-AMERICAN	116	9	7.8%	AFRICAN-AMERICAN	120	8	6.7%
HISPANIC	173	9	5.2%	HISPANIC	189	12	6.3%
WHITE	55	1	1.8%	WHITE	52	1	1.9%
2+ RACES	22	1	4.5%	2+ RACES	29	0	0.0%
EL	58	5	8.6%	EL	57	3	5.3%
SOC. ECON DISADV.	266	14	5.3%	HOMELESS	16	3	18.8%
SWD	54	5	9.3%	SOC. ECON DISADV.	263	20	7.6%
				SWD	56	5	8.9%

The **Attendance and Family Outreach Teams** continued to focus and implement evidence-based strategies, adopted from SDCOE's Improving Chronic Absenteeism Network Consortium (ICAN) to ensure daily student participation, engagement and attendance and further decrease chronic absenteeism.

SDGVA teachers documented daily attendance using the PowerSchool, the school's Student Information System (SIS) based on student participation in synchronous and asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities were assigned a time value.

Administrators, Teachers, Instructional Associates, and the Family Outreach Team had defined roles and I collaborated to eliminate obstacles and ensure that our students were engaged and meeting compulsory education requirements. Prior to the start of the school year, teachers, administration, and student attendance clerks were trained on attendance accounting procedures to ensure equity and consistency throughout the school and adherence to SB98. They were provided with our school's written procedures for tiered engagement strategies as part of their training.

The Family Outreach Team and teachers verified that all student contact information including telephone numbers, email, and home addresses were accurate. Teachers monitored student engagement daily for each activity that was assigned, synchronous and asynchronous. The front office staff/attendance clerks contacted families of students who had not participated during the day to verify the reason for the absence. Tiered outreach and communication plans were developed with consistent communication schedules and multimodal delivery options. Translation services were available up on request. For English Learners, learning goals were established for language development as well as content.

The following chart outlines the total number of students suspended, suspension rates, and disaggregated by student group for the 2017-18 and 2018-19 school year which resulted in the calculation of the Fall 2019 Dashboard.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	378	1	1	0.3%	100%	0.0%
AFRICAN-AMERICAN	119	0	0	0.0%	0.0%	0.0%
HISPANIC	174	1	1	0.6%	100%	0.0%
WHITE	55	0	0	0.0%	0.0%	0.0%
2+ RACES	23	0	0	0.0%	0.0%	0.0%
EL	*	*	*	*	*	*
SOC. ECON DISADV.	*	*	*	*	*	*
SWD	*	*	*	*	*	*

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	402	2	1	0.2%	0.0%	100%
AFRICAN-AMERICAN	122	2	1	0.8%	0.0%	100%
HISPANIC	192	0	0	0.0%	0.0%	0.0%
WHITE	54	0	0	0.0%	0.0%	0.0%
2+ RACES	30	0	0	0.0%	0.0%	0.0%
EL	58	0	0	0.0%	0.0%	0.0%
SOC. ECON DISADV.	269	1	1	0.4%	0.0%	100%
SWD	58	1	0	1.7%	0.0%	100%

SDGVA promoted a safe learning environment for students in order to help them develop into civic-minded leaders prepared for a global society. To maintain this standard, SDGVA utilized the first two weeks of our transition to Distance Learning focused on the social-emotional well-being of all stakeholders and to outfit our entire student population with the technology hardware and internet access required to participate fully. During these first two weeks, educators provided opportunities for team building activities and online social etiquette lessons in order to promote positive social skills required in an online academic context.

Students who have had highly stressful experiences in their lives can experience difficulties taking advantage of what schools have to offer. Learning, remembering, trusting, or managing your own feelings and actions can be a painful challenge for a child who has experienced violence or other adversity.

According to the Learning Policy Institute, the COVID-19 pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.

SDGVA continued to build upon research-based SEL practices implemented during crisis schooling at the end of 2019-2020 school year to support staff, students and families. These practices include professional development and self-care opportunities for our staff through the subscriptions for site-wide meditation apps such as Headspace with accompanying time built into daily schedules for application purposes. We promoted offline screen-breaks during lunch periods that highlighted benefits of adding movement into a routine schedule for renewal purposes throughout the workday. We also conducted monthly outreach check-ins for families and students on their social-emotional wellbeing. We offered mental health services via two counselors for students and recommendations for family services to develop strategies for understanding and regulating emotions and practicing self-care, knowing how to create supportive home environments, and fostering an overarching commitment to creating connectedness across during Distance Learning.

According to the Crisis Prevention Institute, trauma-informed schools are safer, more successful, and support stronger communities. SDGVA recognizes trauma-informed care as one approach we utilize to serve students, staff and families who have been exposed to trauma. In terms of behavior management, rather than relying on discipline alone, our school uses a trauma informed approach in terms of restorative practices or counseling to support the restoration of that student's well-being. The assumption is that the disruptive behavior is the symptom of a deeper harm, rather than willful defiance, or disrespect.

In his work, *The Future of Healing*, Dr. Shawn Ginwright confirms trauma informed care is important, but it is incomplete. Trauma-informed care presumes that the trauma is an individual experience, rather than a collective one. By only treating the individual we only address part of the equation leaving the toxic systems, policies and practices neatly intact. We also run the risk of focusing on the treatment of pathology (trauma), rather than fostering the possibility (well-being).

SDGVA Administration and Academic Leadership Team provided professional development in consultation with our school counselors staff-wide to promote a holistic view of healing from traumatic experiences and environments. We hosted a two-week professional development prior to onset of school starting to prepare appropriately for our students and families experiencing a global pandemic. We integrated a healing-centered approach this year that views trauma not simply as an individual isolated experience, but rather

highlights the ways in which trauma and healing are experienced collectively. The term Healing Centered Engagement (HCE) expands how we think about responses to trauma and offers more holistic approach to fostering well-being.

Healing Centered Engagement (HCE) is strength based, advances a collective view of healing, and re-centers culture as a central feature in well-being. It moves beyond “what happened to you” to “what’s right with you” and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events. HCE is akin to the South African term “Ubuntu” meaning that humanness is found through our interdependence, collective engagement and service to others.

Healing Centered Engagement (HCE) also advances the move to “strengths-based’ care and away from the deficit based mental health models that drives therapeutic interventions. There are four key elements of healing centered engagement that may at times overlap with current trauma informed practices but offers several key distinctions:

1. Communities, and individuals who experience trauma are agents in restoring their own well-being. SDGVA Educators are committed to providing students with current and historical examples of diverse groups working collectively as social justice advocates to build an awareness of justice and inequality, combined with social action such as protests and/or community organizing contribute to overall wellbeing, hopefulness, and optimism (Potts 2003; Prilleltensky 2003, 2008).
2. The pathway to restoring well-being among young people who experience trauma can be found in culture and identity. SDGVA will prioritize community building and an integration of the Teaching Tolerance’s Social Justice Standards Framework to provide students a solid sense of meaning, self-perception, and purpose. Our service-learning projects will highlight the ways in which culture offers a shared experience, community and sense of belonging.
3. Healing centered engagement offers an important departure from solely viewing young people through the lens of harm and focuses on asset driven strategies that highlight possibilities for well-being. SDGVA continues its commitment to restorative justice practices, counseling services and social-thinking applications to help students understand they are more than the worst thing that happened to them, and builds upon their experiences, knowledge, skills and curiosity as positive traits to be enhanced. We take a salutogenic approach focusing on how to foster and sustain well-being.
4. Healing centered engagement requires that we consider how to support adult providers in sustaining their own healing and well-being. SDGVA continues to find meaningful ways to sustain a healthy learning environment for adults and our families. We recognize the importance of investment in self-care for our staff in order to be the most effective practitioners with students in a learning environment. SDGVA provides ongoing professional development throughout the year for all team members that promotes sustainable self-care strategies, accommodations for team members in terms of social-emotional and mental health services, access and

encouragement to integrate meditative practices into daily practice, thematic work with vulnerability and a commitment to hosting crucial conversations school-wide to promote collectiveness.

ACADEMIC INDICATORS

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, reflected on the Fall 2019 CA Schools Dashboard.

	ELA		MATH	
	2018	2019	2018	2019
All Students	+15.2	+24	-6.8	-1.7
EL	+6.9	+18.6	-9.5	-2
SED	+2.4	+15.8	-20.6	-15.9
SWD	-71.2	-46.3	-81.4	-68.4
AFRICAN AMERICAN	-33.4	+4.8	-43	-22.4
HISPANIC	+29.8	+28.8	-0.1	+4.6
WHITE	+62	+43.4	+44.1	+16.1
2+ RACES	-11.8	+18.3	-35.9	+1.7

Although Students with Disabilities received a yellow performance level, the demonstrated the largest gains among student groups and schoolwide. SDGVA has implemented a cycle of assessments to measure and monitor student performance using Fastbridge aReading and aMath assessments administered three times per year.

LCAP Highlights

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

SDGVA continues to strengthen and expand implementation of the Multi-tiered System of Supports (MTSS) in combination with the RtI program. MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

LCAP Goals were revised to reflect an equity lens and key areas of focus for San Diego Global Vision Academy:

- Goal #1: Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) with Response to Intervention (RtI) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups).
- Goal #2: Continue to provide all students with a high quality and highly engaging STEAM-based educational program using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on the diverse learning needs of our students, prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.
- Goal #3: Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

San Diego Global Vision Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable
- Providing written response to each of the committees regarding their comments

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.

SD Global Vision Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

SD Global Vision Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

SD Global Vision Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

SD Global Vision Academy engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. SD Global Vision Academy also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place in the 2020-21 school year. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders was critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
7/14/20	Governing Board	Learning Continuity and Attendance Plan	Board Meeting
7/21/20	Parents	Beginning of School Year (LCP)	Town Hall Online Zoom
7/22/20	Parents	Beginning of School Year (LCP)	Town Hall Online Zoom
9/4/20	Parents	Feedback on LCP	Survey
9/8/20	Governing Board	LCP, LCAP Goals, & Transition to In-Person Instruction	Board Meeting
9/28/20	Parents	Selecting SDGVA as school of choice	Survey
10/10/20	Staff	LCAP Goal #1: Student achievement: Initial ELPAC's & FASTBridge	PD Day & Staff Meeting Zoom
10/21/20	Parents & Students	Virtual Open House	Online via Zoom and Google Meet
10/29/20	Staff & Parents	ELAC/DELAC Meeting Chronic Absenteeism, ELD, Student Outcomes	ELAC/DELAC Meeting Online via Google Meet
12/8/21	Governing Board	LCAP Federal Addendum	Board Meeting
2/9/21	Parents	Distance Learning Program	Survey
3/9/21	Governing Board	Student Outcomes & ELD Program Updates	Board Meeting
3/23/21	Parents/Students/Staff	School Climate, Engagement, and Connectedness Survey	Survey
4/8/21	Staff & Parents	ELAC/DELAC Meeting Chronic Absenteeism, ELD, LCAP Goals	ELAC/DELAC Meeting Online via Google Meet
4/12/21	Parents	LCAP Goals, AB86 Funding, Summer Programming, 2021-22 School Year	Town Hall Online Zoom
4/15/21	Parents	LCAP Goals, AB86 Funding, Summer Programming, 2021-22 School Year	Town Hall Online Zoom
4/20/21	Parents	LCAP Goals, AB86 Funding, Summer Programming, 2021-22 School Year	Town Hall Online Zoom
5/7/21	Staff	LCAP Goals, AB86 Funding, Summer Programming, 2021-22 School Year	Online via Zoom
5/18/21	Governing Board	ELO Grant Program, Local Assessments, Student Outcomes	Board Meeting

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: would like to continue to strengthen MTSS academic, and social-emotional supports, provide Instructional Coaching for teachers and continue to strengthen delivery of ELD instruction.
- Teachers indicated they would like ongoing instructional coaching with observations and feedback cycles.
- Staff and Instructional support staff would like to continue to provide academic supports in the classroom to accelerate learning.
- Parents including PAC, ELAC/DELAC & EL-PAC indicated they were concerned about the SEL needs of their child and wanted to return to a “normal” (Pre-COVID) school/bell schedule.
- Students indicated they want recess, intramural sports, field trips, and opportunities for social interaction with peers.
- SDGVA consulted with its SELPA and received positive feedback. SDGVA was recognized by its SELPA and highlighted the school’s program to other schools.

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

The input of stakeholders has been instrumental in the development of our school’s Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- MTSS: Academic supports/interventions: Goal 1, Action 3
- MTSS: SEL Supports: Goal 1, Action
- Professional Development: Goal 2, Action 1
- Instructional Coaching: Goal 2, Action 1
- Equitable services for EL: Goal 2, Action 2
- Field Trips and Intramural Sports: Goal 3, Action 1

Goals and Actions

Goal

Goal #	Description
1	Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) with Response to Intervention (RtI) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups).

An explanation of why the LEA has developed this goal.

With the full transition to in-person instruction and for some students over a year of distance learning, there is a need to continue to identify, strengthen and expand academic, social-emotional, and behavioral supports and implementation of universal screeners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered				+10 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered				+10 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 Scale Score gain annually
Gr 8: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 Scale Score gain annually
Attendance Rate	*96.9%				96%
Chronic Absenteeism Rate	6.3%				5.5%
Middle School Dropout Rate	*0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				40%
Gr 7 PFT: % students meeting all 6 HFZ	*** Not administered				40%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
School Facility FIT Report Score of “Good”	Good				Good

* For the 2020-21 school year, Fastbridge aReading & aMath Assessment (Gr 3-8) were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.

** For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver.

*** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	SD Global Vision Academy will employ an Executive Director and a total of 18 appropriately credentialed and assigned classroom teachers for students in grades TK-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program. SDGVA will provide its students with a longer school day, and longer school year: 180 instructional days which exceeds CA state requirement of 175 instructional days.	\$1,342,528	Y

Action #	Title	Description	Total Funds	Contributing																				
		<table><tr><th colspan="4">INSTRUCTIONAL MINUTES BY GRADE LEVEL</th></tr><tr><th></th><th>K</th><th>1-3</th><th>4-8</th></tr><tr><td>CA REQUIREMENT</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>SDGVA</td><td>63,900</td><td>56,070</td><td>56,070</td></tr><tr><td>DIFFERENCE</td><td>27,900</td><td>5,670</td><td>2,070</td></tr></table> <p>All teachers will participate in 10 days of intensive Summer Professional Development, in preparation for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the academic school year. The Instructional Leadership Team (ILT) will participate in 15 days of summer professional development.</p>	INSTRUCTIONAL MINUTES BY GRADE LEVEL					K	1-3	4-8	CA REQUIREMENT	36,000	50,400	54,000	SDGVA	63,900	56,070	56,070	DIFFERENCE	27,900	5,670	2,070		
INSTRUCTIONAL MINUTES BY GRADE LEVEL																								
	K	1-3	4-8																					
CA REQUIREMENT	36,000	50,400	54,000																					
SDGVA	63,900	56,070	56,070																					
DIFFERENCE	27,900	5,670	2,070																					
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>SDGVA will administer multiple types of assessments to monitor student academic progress; identify strengths, needs in order to modify instruction; provide academic intervention, and to continue to challenge each student academically:</p> <ul style="list-style-type: none">• Fastbridge aReading & aMath assessments (K-8); 3 times/year• Fountas & Pinnell: Gr K-6• Illuminate assessments• State mandated assessments	\$17,600	N																				
3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	In order to address learning loss and accelerate learning, as a result of distance learning, and impacts of COVID, SDGVA will provide the interventions and/or	\$338,449	N																				

Action #	Title	Description	Total Funds	Contributing
		<p>support services to close achievement gaps and ensure students are on track towards grade level mastery. ELA RtI Interventionist and the Math RtI Interventionist will provide Tier 2 support for identified students in grades K-5; and Instructional Associates (Title I funded) will provide push-in and small group instruction.</p> <p>The Director of Academic Achievement will collect, disaggregate, review and analyze student achievement data, local schoolwide data that will be discussed during ILT and staff development meetings and identification of students for tiered supports. The Director of Academic Achievement will also provide instructional coaching for all Instructional Associates to ensure implementation of evidence-based pedagogical strategies in order to close achievement gaps.</p> <p>Students will also have access to the following supplemental and intervention programs:</p> <ul style="list-style-type: none"> • iXL Math, ELA & Science • RazKIds • BrainPop • NewsELA 		
4	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>As part of our RtI program our school is committed to providing SEL supports especially with the impacts of the global pandemic, resulting in high levels of stress, anxiety, and isolation. The Social-emotional RtI Specialist will ensure the SEL needs of our students are addressed using mindfulness, restorative practices, and SEL curriculum (Second Step and classroom Champions). SDGVA administers universal screeners such as Panorama SEL surveys to identify, and monitor SEL needs.</p>	\$41,758	N

Action #	Title	Description	Total Funds	Contributing
5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	SDGVA strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	\$546,684	N
6	SERVICES TO SUPPORT SWD	<p>El Dorado Charter is the SELPA provider for SD Global Vision Academy. The SPED Coordinator (SPED Director), will develop, implement, and monitor quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines.</p> <p>The SPED Team comprised of <i>SPED Coordinator, Educational Specialist, School Psychologist, Instructional Associates</i>, and contracted services will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p>	\$776,319	N
7	BROAD COURSE OF STUDY	<p>SDGVA will provide all students with a broad course of study beyond core subjects that include the following:</p> <ul style="list-style-type: none"> • Music: Gr K-4 • Tae Kwon Do: K-8 	\$70,000	N

Goal Analysis

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.

--

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

--

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

--

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.

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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.

Goal

Goal #	Description
2	Continue to provide all students with a high quality and highly engaging STEAM-based educational program using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on the diverse learning needs of our students, prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

An explanation of why the LEA has developed this goal.

There is a need to continue to provide all educators with ongoing robust professional learning and instructional coaching to address learning loss, accelerate student learning, and address the learning needs of EL and SWD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS
		2020-21			
	ELA	5			
	ELD	3			
	MATH	4			
	NGSS	3			
	HISTORY	3			
	HEALTH	4			
	PHYSICAL ED.	4			
	VAPA	3			
% of Teachers appropriately credentialed & assigned	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELPI: 64.4% (High)				>50%
EL Reclassification Rate	26%				35%
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>SDGVA educators will participate in a robust evidence-based professional development throughout the academic year focusing on:</p> <ul style="list-style-type: none"> • Designated & Integrated ELD • NGSS Science Lab experiences • ELA Intervention strategies for K-2 • Guided Reading: K-5 • Classroom management • GLAD strategies (ongoing cohort training) • SD Area Writing Project (SDAWP) • Cognitive Guided Instruction: Math • Accommodations & Modifications for SWD <p>Our teachers will receive ongoing instructional Coaching (2 Coaches: K-2 & 3-8) observation and feedback cycle, to build teacher capacity, ensure effective implementation of pedagogical strategies, to improve student outcomes.</p> <p>The Administrative Team and Lead educators will participate in additional professional learning through workshops, conferences, symposiums throughout the school year, including a 2-year Educator Effectiveness &</p>	\$233,200	N

Action #	Title	Description	Total Funds	Contributing
		<p>Evaluation (E3) Project from the SDCOE. E3 is a progressive approach to revising teacher evaluation systems with a focus on professional growth, leadership and student impact.</p> <p>To support teacher effectiveness and credential clearance, SDGVA will partially fund teacher induction expenses.(Title II Funded).</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	SDGVA will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The ELD teacher will monitor the academic progress of EL, provide targeted academic support and designated ELD instruction, using Imagine Learning ELD curriculum. A bilingual instructional Associate will provide supplemental push-in and small group instruction to support EL/LtELs.	\$122,508	Y
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Illustrative math: K-8 • TCI Science Alive & Kits • Pearson ELA/History: K-8 • Guided Reading Science Texts: K-5 • Science Spin (Scholastic Science) Periodicals: K-8 • Picture Perfect Curriculum: K-5 • Science Instructional materials • Time for Kids 	\$222,750	N

Action #	Title	Description	Total Funds	Contributing
4	CLOSING THE DIGITAL DIVIDE	SDGVA will continue to implement a The Director of IT will ensure the implementation of 1:1 student to device ratio, purchase Chromebooks and supplies, as needed; and provide technical support.	\$132,040	N

‘Goal Analysis

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.

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

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

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.

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

Goal

Goal #	Description
3	Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

An explanation of why the LEA has developed this goal.

Continue to engage parents and develop partnerships within the community that support the school's mission and vision for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
% parent satisfaction rate as measured in the annual survey.	97%				>90%
% of students who feel connected, safe and engaged at school as measured in the annual survey.	90% Safe 96% Connected 94% Engaged				>90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff who feel supported and connected as measured in the annual staff survey.	93% supported 98% Connected				>90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>SDGVA will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Field Trips • Intramural Sports • Student performances: school spirit events • Assemblies • Fastbridge surveys 	\$82,500	N
2	PARENT INPUT IN DECISION-MAKING	<p>At SDGVA parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>SDGVA will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education. The Office Clerk will conduct family outreach, to support parent engagement and participation. The Leadership Team will host Parent University, a series of workshops on strategies to support their child. Our staff will utilize ParentSquare to communicate with families.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."</p>	\$40,994	Y

Goal Analysis

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.

--

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

--

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

--

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.

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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
14.85%	\$516,314

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

Required Descriptions

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

The following actions were principally directed towards and effective in meeting SDGVA's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the impact of distance learning has exacerbated learning gaps. There is a need to additional instruction time by extending the school year. For our English Learners they also lack foundational skills in their L1 (native language). In order to address this issue and the underlying issues, SDGVA will administer universal screeners as part of its Multi-tiered System of Supports (MTSS); and provide tiered academic support, that includes the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Longer school day/Longer school year: Goal 1, Action 1
- Strengthen ELD instruction and supports: Goal 2, Action 2
- Partner with parents through parent engagement opportunities: Goal 3, Action 1

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 14.85% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

Built into the instructional day will be blocks for additional intervention and tiered support provided by teachers, Instructional Associates, and Reading & Math RtI Interventionists. SDGVA will provide a longer school day and longer school year to ensure equitable services for Unduplicated Pupils.

SDGVA will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The ELD teacher will be hired to monitor the academic progress of EL, provide targeted academic support and designated ELD instruction, using Imagine Learning ELD curriculum. A bilingual instructional Associate will provide supplemental push-in and small group instruction to support EL/LtELs.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,877,887	\$ 644,849	\$ -	\$ 444,594	3,967,329	\$ 2,409,975	\$ 1,557,355

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 1,063,520	\$ 107,453		\$ 171,555	\$ 1,342,528
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 17,600				\$ 17,600
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 132,313	\$ 59,107		\$ 147,029	\$ 338,449
1	4	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ (7,752)			\$ 49,510	\$ 41,758
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 535,184			\$ 11,500	\$ 546,684
1	6	SERVICES TO SUPPORT SWD	SPED	\$ 429,139	\$ 293,180		\$ 54,000	\$ 776,319
1	7	BROAD COURSE OF STUDY	All	\$ 70,000				\$ 70,000
2	1	PROFESSIONAL DEVELOPMENT	All	\$ 56,921	\$ 165,279		\$ 11,000	\$ 233,200
2	2	STRENGTHENING EL PROGRAM & SERVICES	All	\$ 122,508				\$ 122,508
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 202,920	\$ 19,830			\$ 222,750
2	4	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 132,040				\$ 132,040
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 82,500				\$ 82,500
3	2	PARENT INPUT IN DECISION-MAKING	All	\$ -				\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 40,994				\$ 40,994

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ -	\$ -
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide		SDGVA	\$ 1,063,520	\$ 1,342,528
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide		SDGVA	\$ 17,600	\$ 17,600
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide		SDGVA	\$ 132,313	\$ 338,449
1	4	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide		SDGVA	\$ (7,752)	\$ 41,758
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		SDGVA	\$ 535,184	\$ 546,684
1	6	SERVICES TO SUPPORT SWD	schoolwide		SDGVA	\$ 429,139	\$ 776,319
1	7	BROAD COURSE OF STUDY	schoolwide		SDGVA	\$ 70,000	\$ 70,000
2	1	PROFESSIONAL DEVELOPMENT	schoolwide		SDGVA	\$ 56,921	\$ 233,200
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide		SDGVA	\$ 122,508	\$ 122,508
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		SDGVA	\$ 202,920	\$ 222,750
2	4	STRENGTHENING EL PROGRAM & SERVICES	schoolwide		SDGVA	\$ 132,040	\$ 132,040
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide		SDGVA	\$ 82,500	\$ 82,500
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		SDGVA	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide		SDGVA	\$ 40,994	\$ 40,994

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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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.