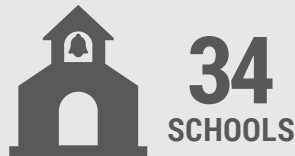
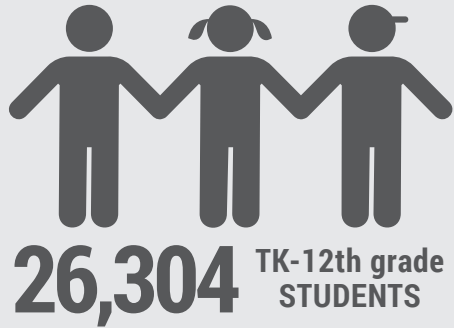


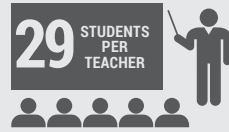
# Local Control and Accountability Plan

## Plan Summary, 2022-23

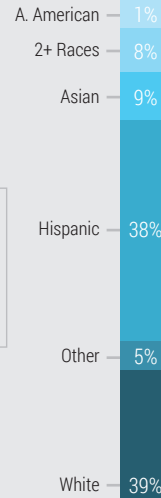
### DISTRICT STORY



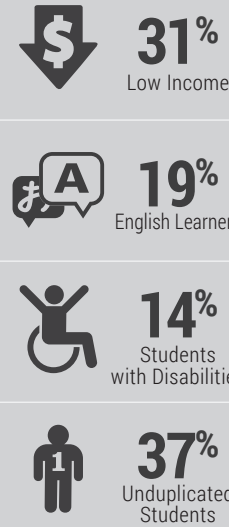
Early Childhood: 1	Alternative Ed: 1
Elementary: 22	K-12 Virtual: 1
Intermediate: 4	Special Education
High School: 4	Center: 1



#### STUDENT ETHNICITY



#### STUDENT GROUPS



#### SV Innovates

Focus on intentional lesson design, engaging strategies, and innovative practices



#### Future Readiness Educational Programs

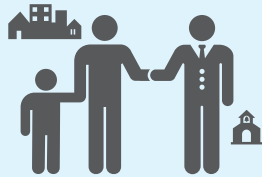
Ensure college & career readiness, 21st Century skills, & 3Cs mastery

#### Broad Course of Study

Curricular emphasis in language arts, mathematics, science, GATE & AP classes, IB, second language support or immersion, & CTE



### LCAP HIGHLIGHTS



#### Parent, Student, & Community Engagement

GOAL #1

##### Highlighted Actions

- 1.3 - Expand student services to improve school climate and SE learning
- 1.7 - Implement support systems to encourage positive behavior



#### College & Career Readiness

GOAL #2

##### Highlighted Actions

- 2.1 - Implement the SV Reads Initiative to improve literacy practices
- 2.11 - Offer comprehensive career technical education programs



#### High-Quality Education

GOAL #3

##### Highlighted Actions

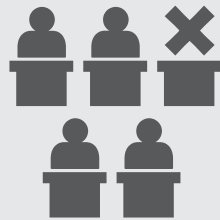
- 3.4 - Promote digital citizenship and high quality instructional design
- 3.5 - Establish Special Education-specific PLC groups

## REFLECTION: SUCCESSES



### A-G & CTE Completion

Indicator: Local Metric



### Decreased Absenteeism

Indicator: Local Metric



### Dual-Enrollment Course Completion

Indicator: Local Metric



#### Planned Actions to Maintain Progress:

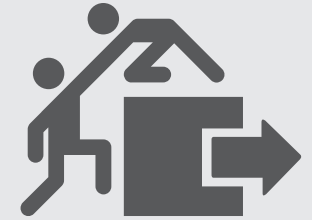
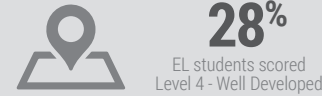
- 1.5** - Implement a reward system that recognizes students for improved attendance.
- 2.9** - Ensure least restrictive environment in high school courses to promote A-G course enrollment.
- 2.11** - Increase CTE Early College Pathway offerings, increase student awareness and enrollment in CTE, increase CTE completers.
- 2.28** - Maintain an effective infrastructure, including a District Coordinator, to support College/Career Readiness.

## REFLECTION: IDENTIFIED NEEDS



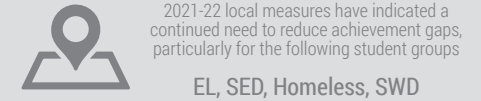
### English Learner Progress

Indicator: Summative ELPAC



### Achievement Gaps

Indicator: Local Metric



#### Planned Actions to Address Needs:

- 1.13** - Provide High School Credit Recovery, Intermediate School Bridge, and Bridge to High School Algebra program.
- 1.19** - Engage a Homeless/Foster Youth Liaison to ensure Homeless and/or Foster Youth receive coordinated supports and services.
- 2.3** - Retain a Special Education Instructional Coach to assist in increasing least restrictive environment K-12 practices and support instruction for students with disabilities.
- 2.12** - Maintain an effective infrastructure to support the Language Acquisition program.

# Engaging Educational Partners



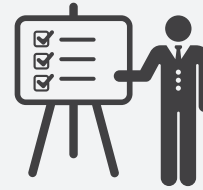
## INPUT & FEEDBACK

Collected via Thought Exchange



## ADVISORY MEETINGS

Held



## PUBLIC HEARING

Held



## 9 GROUPS Involved

### Groups include:

Teachers, School Personnel, District and Site Administrators, Parents, Students, DELAC, SELPA, and Community members



### Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- College & Career Readiness Data



SVUSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:

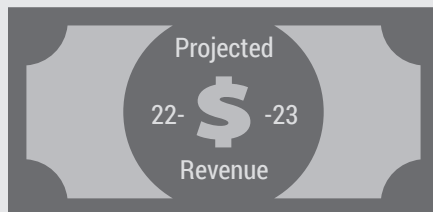


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

# Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$16,784,938
Supplemental Grant	
Base Grant	\$235,633,236
Other Revenue (state & local)	\$69,699,382
Federal Revenue	\$25,231,895

Total Revenue: **\$347,349,451**

...targeting disadvantaged students...

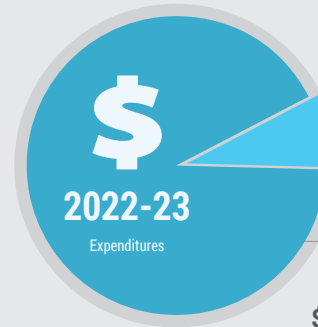


...resulting in increased service of...

**6.7%**

2022-23 Expected Service Improvement Using:  
**\$16,784,938**  
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



LCAP Expenditures for High Needs Students: **\$17,871,924**

LCAP Expenditures: **\$28,602,846**

Expenditures not included in the LCAP: **\$307,870,859**

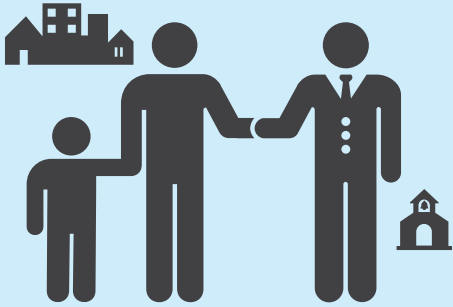
Total General Fund Expenditures: **\$336,473,705**

...which is reported on the following year

2020-21	Expenditures for High Needs Students:	
	Budgeted	Actual
	<b>\$16,264,237</b>	<b>\$16,605,237</b>

GOAL

#1




## Parent, Student, and Community Engagement


GOAL DETAILS

**WHY WAS THIS GOAL DEVELOPED?**


*This goal was developed to capture the District's efforts to improve the following:*



Parent Involvement




Pupil Engagement




School Climate


**STATUS**



New




Modified



Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**


1.1



INCREASE GRADUATION RATE

OBSERVED OUTCOMES	
Baseline	19-20
94%	
Year 1	TBD
Year 2	TBD
EXPECTED OUTCOME	
Year 3	<b>95%</b>


1.2



IMPROVE FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

OBSERVED OUTCOMES	
Baseline	19-20
90.9%	
Year 1	20-21
90.5%	
Year 2	TBD
EXPECTED OUTCOME	
Year 3	<b>95%</b>


1.3



DECREASE DROPOUT RATE

OBSERVED OUTCOMES	
Baseline	19-20
3 Middle School	80 High School
Year 1	20-21
2 Middle School	79 High School
Year 2	TBD
EXPECTED OUTCOME	
Year 3	<b>0 40</b> <small>Middle School High School</small>


1.4



RAISE SOCIAL EMOTIONAL LEARNING METRICS

OBSERVED OUTCOMES	Sense of Belonging		Engagement		Self-Efficacy	
Baseline: 2019-20	68%	45%	64%	29%	59%	48%
Year 1: 2021-22	66%	42%	63%	28%	60%	48%
Year 2	TBD		TBD		TBD	
EXPECTED OUTCOMES	75%	51%	70%	35%	65%	54%
Year 3: 2023-24	<small>3-6</small>	<small>7-12</small>	<small>3-6</small>	<small>7-12</small>	<small>3-6</small>	<small>7-12</small>

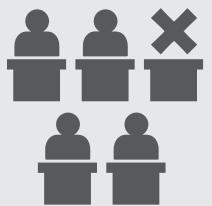
1.5



INCREASE STUDENT SENSE OF SCHOOL CONNECTEDNESS

OBSERVED OUTCOMES	
Baseline	19-20
76% 5 <sup>th</sup>	69% 7 <sup>th</sup>
65% 9 <sup>th</sup>	62% 11 <sup>th</sup>
Year 1	20-21
75% 5 <sup>th</sup>	62% 7 <sup>th</sup>
57% 9 <sup>th</sup>	55% 11 <sup>th</sup>
Year 2	TBD
EXPECTED OUTCOME	
Year 3	<b>80% 73%</b> <small>5<sup>th</sup> 7<sup>th</sup></small>
	<b>69% 66%</b> <small>9<sup>th</sup> 11<sup>th</sup></small>

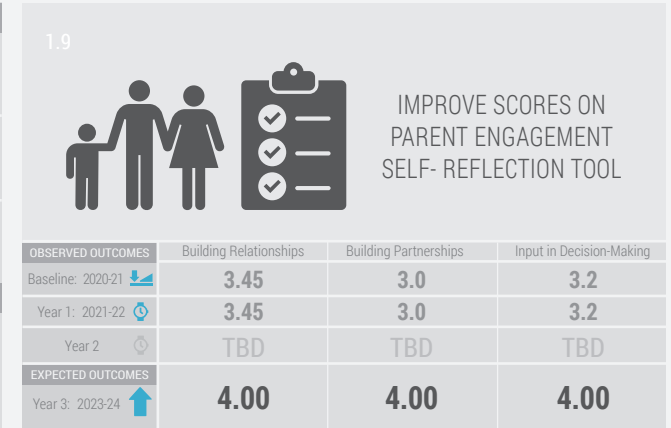
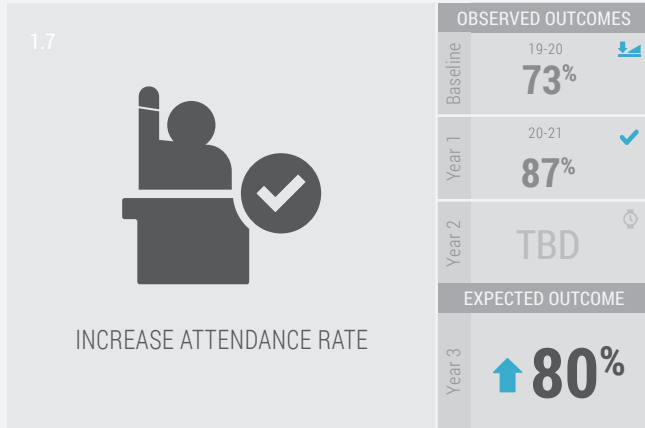
1.6



REDUCE CHRONIC ABSENTEEISM

OBSERVED OUTCOMES	
Baseline	19-20
5.9%	
Year 1	TBD
Year 2	TBD
EXPECTED OUTCOME	
Year 3	<b>3.9%</b>




EXPECTED 2023-24 MEASURABLE **OUTCOMES**

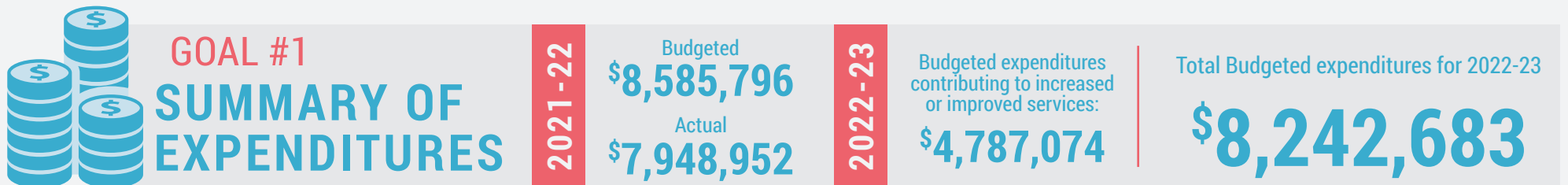


EXPECTED 2022-23 **ACTIONS & EXPENDITURES**

Goal # 1	Action / Service	Amount
1.1	Provide resources and support so that all students leave SVUSD with options for <b>college, career, military services, and beyond</b> (alternative pathways, credit recovery opportunities, responsive system of interventions).	\$819,966
1.2	Support <b>improved English Learner graduation rates</b> through additional professional learning, an expanded Newcomer Center program, transcript translation services, and pathways to advanced courses.	\$262,521
1.3	Improve <b>school climate and social emotional learning</b> by developing instructional supports for Common Sense Media digital citizenship lessons, expanding the District Counseling program, and developing a MTSS.	\$1,699,356
1.4	Provide <b>additional Elementary Counselors</b> to supplement the District Counseling program for Elementary Title I Schools.	\$347,869
1.5	Support <b>positive student attendance</b> by enhancing the Student Attendance Review Board processes, providing support to struggling families, rewarding positive behaviors and implementing attendance interventions.	N/C
1.6	Implement interventions and programs to help <b>reduce chronic absenteeism</b> (track and monitor student attendance, School Attendance Review Teams at each school site, and Targeted Attendance Campaigns).	N/C
1.7	Support <b>systems encouraging positive behavior</b> (PBIS, data collection systems, CSTAG) across all district departments and school sites.	\$255,892
1.8	Provide ongoing professional development and <b>strategic planning around equitable practices</b> .	\$50,000


EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
	1.9 - Build relationships with parents, increase partnerships, and offer <b>opportunities for parents to provide input</b> which affects decision making.	N/C
	1.10 - Support parent engagement by <b>expanding English Learner family engagement services and events</b> , increasing capacity of interpreters, and holding an annual Title I Parent meeting.	\$70,005
	1.11 - Expand <b>District Translator/Interpreter services</b> to improve communication for EL families.	\$73,594
	1.12 - Offer <b>Community Liaisons and Bilingual Parent Advocates</b> to support parent engagement.	\$858,165
	1.13 - Provide <b>credit recovery and bridge</b> programs to support graduation rates.	\$830,627
	1.14 - Grant access to <b>digital platforms that will help students recover credits</b> needed for graduation.	\$60,000
	1.15 - Implement the Elementary Leadership Academy to <b>support Social Emotional Learning</b> .	\$101,154
	1.16 - Provide a <b>supplemental district counseling program</b> that includes Mental Health Counselors, Mental Wellness Counselors, and Guidance Specialists/Counselors.	\$2,108,625
	1.17 - Improve school climate by exercising <b>restorative practices</b> to influence student behavior.	\$2,000
	1.18 - Expand student services staff to support a <b>coordination of services</b> for all students.	\$311,981
	1.19 - Provide <b>support, services, and advocacy</b> for homeless students and foster youth.	\$180,360
	1.20 - Increase staffing to support the <b>ATS program</b> and <b>Alternative Means of Correction</b> interventions.	\$217,950
	1.21 - Enhance communication and engagement through <b>infographics</b> and <b>educational partner engagement</b> tools.	\$45,000



GOAL

#2



## College & Career Readiness

GOAL DETAILS

**WHY WAS THIS GOAL DEVELOPED?**

*This goal was developed to capture the District's efforts to improve the following:*

Student Learning

English Language Proficiency

College and Career Readiness





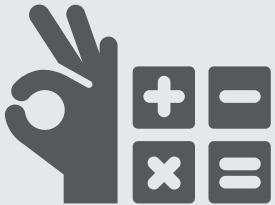

**STATUS**

New

Modified


Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>2.1</p>  <p style="text-align: center;">INCREASE ACADEMIC ELA INDICATOR PERFORMANCE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>19-20 <b>29</b> points above standard</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td><b>44</b> points above standard</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	19-20 <b>29</b> points above standard	Year 1	TBD	Year 2	TBD	EXPECTED OUTCOME		Year 3	<b>44</b> points above standard	<p>2.2</p>  <p style="text-align: center;">IMPROVE I-READY READING SCORES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>20-21 <b>59%</b> <b>26%</b> <b>15%</b> Tier 1 Tier 2 Tier 3</td> </tr> <tr> <td>Year 1</td> <td>21-22 <b>64%</b> <b>24%</b> <b>13%</b> Tier 1 Tier 2 Tier 3</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td><b>70%</b> <b>23%</b> <b>7%</b> Tier 1 Tier 2 Tier 3</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	20-21 <b>59%</b> <b>26%</b> <b>15%</b> Tier 1 Tier 2 Tier 3	Year 1	21-22 <b>64%</b> <b>24%</b> <b>13%</b> Tier 1 Tier 2 Tier 3	Year 2	TBD	EXPECTED OUTCOME		Year 3	<b>70%</b> <b>23%</b> <b>7%</b> Tier 1 Tier 2 Tier 3
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<p>2.3</p>  <p style="text-align: center;">INCREASE STUDENTS SCORING AT OR ABOVE GRADE LEVEL ON ELA IXL ASSESSMENT</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>20-21 <b>12%</b> <b>23%</b> on level above</td> </tr> <tr> <td>Year 1</td> <td>21-22 <b>17%</b> <b>33%</b> on level above</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td><b>40%</b> <b>40%</b> on level above</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	20-21 <b>12%</b> <b>23%</b> on level above	Year 1	21-22 <b>17%</b> <b>33%</b> on level above	Year 2	TBD	EXPECTED OUTCOME		Year 3	<b>40%</b> <b>40%</b> on level above	<p>2.4</p>  <p style="text-align: center;">RAISE % STUDENTS MEETING OR EXCEEDING STANDARDS ON 11<sup>TH</sup> GRADE ELA SBAC</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>18-19 <b>68%</b></td> </tr> <tr> <td>Year 1</td> <td>20-21 <b>73%</b></td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td><b>72%</b></td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	18-19 <b>68%</b>	Year 1	20-21 <b>73%</b>	Year 2	TBD	EXPECTED OUTCOME		Year 3	<b>72%</b>
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<p>2.5</p>  <p style="text-align: center;">INCREASE ACADEMIC MATH INDICATOR PERFORMANCE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>19-20 <b>2.3</b> points above standard</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td><b>15</b> above standard</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	19-20 <b>2.3</b> points above standard	Year 1	TBD	Year 2	TBD	EXPECTED OUTCOME		Year 3	<b>15</b> above standard	<p>2.6</p>  <p style="text-align: center;">IMPROVE I-READY MATH SCORES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>20-21 <b>47%</b> <b>39%</b> <b>13%</b> Tier 1 Tier 2 Tier 3</td> </tr> <tr> <td>Year 1</td> <td><b>57%</b> <b>33%</b> <b>11%</b> Tier 1 Tier 2 Tier 3</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td><b>60%</b> <b>33%</b> <b>7%</b> Tier 1 Tier 2 Tier 3</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	20-21 <b>47%</b> <b>39%</b> <b>13%</b> Tier 1 Tier 2 Tier 3	Year 1	<b>57%</b> <b>33%</b> <b>11%</b> Tier 1 Tier 2 Tier 3	Year 2	TBD	EXPECTED OUTCOME		Year 3	<b>60%</b> <b>33%</b> <b>7%</b> Tier 1 Tier 2 Tier 3
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EXPECTED 2023-24 MEASURABLE **OUTCOMES**


2.7



**INCREASE STUDENTS SCORING AT OR ABOVE GRADE LEVEL ON MATH IXL ASSESSMENT**

OBSERVED OUTCOMES	
Baseline	20-21 7th 22% on level 6% above 8th 14% on level 10% above
Year 1	21-22 7th 25% on level 4% above 8th 17% on level 9% above
Year 2	TBD
EXPECTED OUTCOME	
Year 3	7th ↑ 55% on level 20% above 8th ↑ 45% on level 20% above


2.8



**RAISE % STUDENTS MEETING OR EXCEEDING STANDARDS ON 11<sup>TH</sup> GRADE MATH SBAC**

OBSERVED OUTCOMES	
Baseline	19-20 45%
Year 1	20-21 50.5%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 50%


2.9



**INCREASE EL PROGRESS TOWARD PROFICIENCY**

OBSERVED OUTCOMES	
Baseline	19-20 58%
Year 1	TBD
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 72%

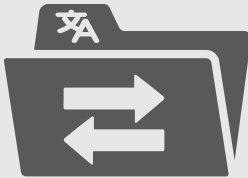
2.10



**INCREASE SUMMATIVE ELPAC PERFORMANCE FOR ENGLISH LEARNERS**

OBSERVED OUTCOMES	
Baseline	18-19 31% well developed 36% moderately developed
Year 1	20-21 28% well developed 36% moderately developed
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 38% well developed 40% moderately developed


2.11



**IMPROVE ENGLISH LEARNER RECLASSIFICATION RATE**

OBSERVED OUTCOMES	
Baseline	20-21 6.1%
Year 1	21-22 8.4%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 10%


2.12



**RAISE A-G COMPLETION RATE**

OBSERVED OUTCOMES	
Baseline	19-20 46%
Year 1	20-21 53%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 65%

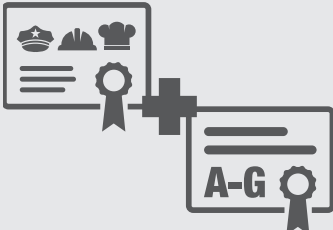
2.13



**IMPROVE CTE PATHWAY COMPLETION RATE**

OBSERVED OUTCOMES	
Baseline	19-20 6.6%
Year 1	20-21 6.5%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 11.6%


2.14



**INCREASE CTE COMPLETERS WHO HAVE SUCCESSFULLY COMPLETED A-G REQUIREMENTS**

OBSERVED OUTCOMES	
Baseline	19-20 42%
Year 1	20-21 67%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 70%

2.15



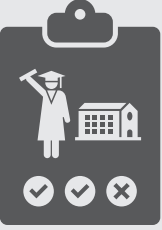
**INCREASE STUDENTS SCORING 3 OR HIGHER ON AP EXAM**

OBSERVED OUTCOMES	
Baseline	19-20 76%
Year 1	20-21 65%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 82%



EXPECTED 2023-24 MEASURABLE OUTCOMES


2.16



INCREASE STUDENTS PREPARED FOR COLLEGE BY THE EAP

OBSERVED OUTCOMES	
19-20	20-21
Baseline 61.9% Prepared for college	62.3% Prepared via SBAC scores
Year 1 N/A	
Year 2 TBD	
EXPECTED OUTCOME	
Year 3 ↑ 65% Prepared for college	67% Prepared via SBAC scores


2.17



MAINTAIN OR IMPROVE VAPA COURSE COMPLETION

OBSERVED OUTCOMES	
19-20	20-21
Baseline N/A K-3	100% 2,465 4-6
Year 1 N/A K-3	100% 2,421 4-6
Year 2 TBD	
EXPECTED OUTCOME	
Year 3 = / ↑ 100% K-3	100% 3,815 4-6

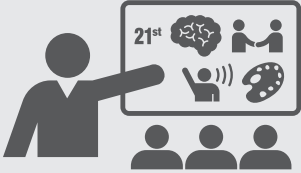
2.18



MAINTAIN OR INCREASE STUDENTS COMPLETING AVID COURSE

OBSERVED OUTCOMES	
19-20	20-21
Baseline 6 K-6	311 7-8
Year 1 6 K-6	283 7-8
Year 2 TBD	
EXPECTED OUTCOME	
Year 3 = / ↑ 6 K-6	311 7-8

2.19



MAINTAIN OR INCREASE STUDENTS COMPLETING COLLEGE COURSES

OBSERVED OUTCOMES	
19-20	20-21
Baseline 133	321
Year 1 321	
Year 2 TBD	
EXPECTED OUTCOME	
Year 3 = / ↑ 133	

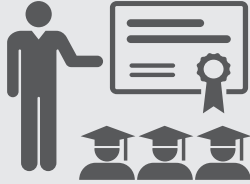
2.20



INCREASE GRADUATES EARNING A SEAL OF BILITERACY

OBSERVED OUTCOMES	
19-20	20-21
Baseline 19%	15%
Year 1 15%	
Year 2 TBD	
EXPECTED OUTCOME	
Year 3 = / ↑ 19%	

2.21






MAINTAIN OR INCREASE NUMBER OF GRADUATES EARNING A GOLDEN STATE SEAL MERIT DIPLOMA

OBSERVED OUTCOMES	
19-20	20-21
Baseline 40%	37.5%
Year 1 37.5%	
Year 2 TBD	
EXPECTED OUTCOME	
Year 3 = / ↑ 40%	




EXPECTED 2022-23 ACTIONS & EXPENDITURES

Goal # 2	Action / Service	Amount
2.1	Instructional Coaches will support the <b>implementation of the SV Reads Initiative</b> through refinement of early literacy practices, support of foundational literacy skills, reading interventions and teacher training.	\$1,329,162
2.2	<b>Academic Coaches will provide training</b> to support PLC Team efficacy and IXL data will be used to identify students in need of interventions.	\$717,383
2.3	Support the continued implementation of a <b>multi-tiered system of support focused on English Language Arts</b> (ELA professional development, digital licenses, progress monitoring, etc.).	\$467,786
2.4	Provide professional development to support <b>foundational literacy skills for elementary unduplicated students.</b>	\$165,068

## EXPECTED 2022-23 ACTIONS &amp; EXPENDITURES

 Goal # <b>2</b>	 Action / Service	 Amount
	2.5 - Instructional Coaches will support the <b>implementation of the SV Counts Initiative</b> through refinement of skills, interventions, and teacher training.	\$1,264,886
	2.6 - Support a <b>comprehensive approach to mathematical proficiency</b> with a focus on foundational mathematics skills for all secondary students (PLC Team training, continued use of IXL data).	\$723,509
	2.7 - Support the continued implementation of a <b>multi-tiered system of support focused on Mathematics</b> (Math professional development, summer school program, progress monitoring, i-Ready licenses, etc.).	\$554,257
	2.8 - <b>Supplemental Instructional Coaches</b> will support the continued implementation of the SV Counts Initiative.	
	2.9 - Offer a <b>broad course of study</b> and provide extensive opportunities to build preparedness for post-secondary life (K-12 Magnet schools, Visual and Performing Arts Programs, open access to all honors, AP and IB courses, etc.).	\$2,204,712
	2.10 - Support a <b>comprehensive K-12 Advancement via Individual Determination (AVID) program</b> that includes Elementary, Intermediate and High School AVID programs as well as AVID Professional Development.	\$118,010
	2.11 - Provide a comprehensive <b>career technical education program</b> (Increase CTE Early College Pathway offerings, increase student awareness and enrollment in CTE, increase number of CTE completers).	\$4,481,613
	2.12 - Maintain an effective infrastructure to support <b>Language Acquisition program</b> .	\$613,583
	2.13 - Engage <b>EL site coordinators</b> to monitor EL progress and achievement.	\$120,000
	2.14 - Expand language <b>support for Long Term English Learners</b> at secondary schools.	\$599,613
	2.15 - Provide <b>site-based allocations</b> specific to each individual school to support English Learners.	\$94,770
	2.16 - Improve English Language Development programs by utilizing <b>ELD Special Assignment teachers</b> .	\$300,956
	2.17 - Continue <b>ELD summer school</b> program.	\$100,000
	2.18 - Provide <b>ELD Instructional Assistants</b> to schools with more than 46 English Learners.	\$787,403
	2.19 - Implement English Language Assessment to <b>monitor EL progress</b> .	\$20,000
	2.20 - Enhance support infrastructure for a <b>thorough and complete ELPAC administration</b> process.	\$261,766
	2.21 - Operate targeted <b>Early Childhood Education programs</b> including Learning Links and Two Way Immersion Preschool programs.	\$29,201
	2.22 - Support timely and effective <b>progress monitoring</b> of English Learners through <b>Ellevation</b> .	\$60,000
	2.23 - Support ELA MTSS by sending teams to the <b>University of California Irvine Writing Project</b> Conference.	\$22,500
	2.24 - Offer an Elementary <b>Tier II summer school program</b> for Math and ELA support.	\$47,450

EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.25 - Utilize <b>Special Education Coordinators</b> to enhance programs and train teachers.	\$9,280
	2.26 - Continue use of <b>ST MATH</b> program to support conceptual understanding.	\$110,000
	2.27 - Support secondary math skills by implementing <b>Irvine Math Project</b> practices and strategies.	\$115,583
	2.28 - Maintain an effective infrastructure to support <b>College/Career Readiness</b> .	\$102,414
	2.29 - Offer High School <b>Advanced Placement Capstone / International Baccalaureate</b> programs.	\$136,789
	2.30 - Offer an <b>Elementary Gifted and Talented Education</b> program.	\$25,000



## GOAL #2 SUMMARY OF EXPENDITURES

2021-22	Budgeted <b>\$15,385,287</b>  Actual <b>\$15,284,788</b>	2022-23	Budgeted expenditures contributing to increased or improved services: <b>\$10,702,555</b>	Total Budgeted expenditures for 2022-23 <b>\$15,582,694</b>
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Saddleback Valley  
Unified School District



GOAL

#3



## High-Quality Education

WHY WAS THIS GOAL DEVELOPED?

*This goal was developed to capture the District's efforts to improve the following:*



Safe & Clean Facilities



Academic Standards



Availability of Materials

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STATUS



New


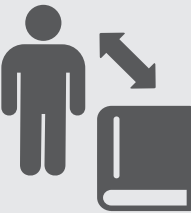

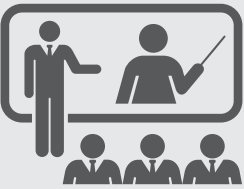
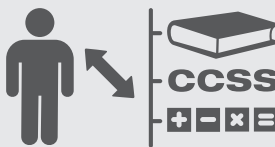
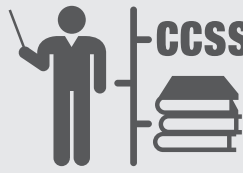


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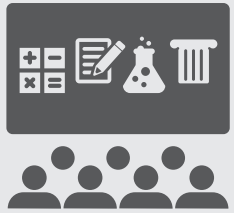

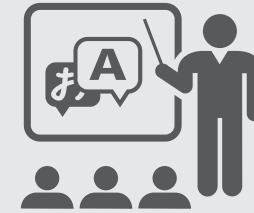


Unchanged




EXPECTED 2023-24 MEASURABLE OUTCOMES

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EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>3.7</p>  <p>INCREASE PROGRESS IN IMPLEMENTING ACADEMIC STATE STANDARDS</p>	<table border="1"> <thead> <tr> <th colspan="6">OBSERVED OUTCOMES</th> </tr> <tr> <th colspan="6">20-21</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>3.1 CTE</td> <td>2.8 HE</td> <td>2.9 PE</td> <td>2.9 VAPA</td> <td>2.7 WL</td> </tr> <tr> <th colspan="6">21-22</th> </tr> <tr> <td>Year 1</td> <td>3.1 CTE</td> <td>2.7 HE</td> <td>2.9 PE</td> <td>2.9 VAPA</td> <td>2.8 WL</td> </tr> <tr> <td>Year 2</td> <td colspan="5">TBD</td> </tr> <tr> <th colspan="6">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>3.5 CTE</td> <td>3.2 HE</td> <td>3.3 PE</td> <td colspan="2">3.3 VAPA 3.1 WL</td> </tr> <tr> <td colspan="6">SBE Self Reflection Tool Score</td> </tr> </tbody> </table>	OBSERVED OUTCOMES						20-21						Baseline	3.1 CTE	2.8 HE	2.9 PE	2.9 VAPA	2.7 WL	21-22						Year 1	3.1 CTE	2.7 HE	2.9 PE	2.9 VAPA	2.8 WL	Year 2	TBD					EXPECTED OUTCOME						Year 3	3.5 CTE	3.2 HE	3.3 PE	3.3 VAPA 3.1 WL		SBE Self Reflection Tool Score						<p>3.8</p>  <p>INCREASE ENGAGEMENT IN PROFESSIONAL LEARNING AND SUPPORT ACTIVITIES</p>	<table border="1"> <thead> <tr> <th colspan="3">OBSERVED OUTCOMES</th> </tr> <tr> <th colspan="3">20-21</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>3.4 staff</td> <td>3.1 individual</td> <td>3.1 support</td> </tr> <tr> <th colspan="3">21-22</th> </tr> <tr> <td>Year 1</td> <td>3.5 staff</td> <td>3.1 individual</td> <td>2.9 support</td> </tr> <tr> <td>Year 2</td> <td colspan="2">TBD</td> </tr> <tr> <th colspan="3">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>4.0 staff</td> <td>3.5 individual</td> <td>3.5 support</td> </tr> <tr> <td colspan="3">SBE Self Reflection Tool Score</td> </tr> </tbody> </table>	OBSERVED OUTCOMES			20-21			Baseline	3.4 staff	3.1 individual	3.1 support	21-22			Year 1	3.5 staff	3.1 individual	2.9 support	Year 2	TBD		EXPECTED OUTCOME			Year 3	4.0 staff	3.5 individual	3.5 support	SBE Self Reflection Tool Score			<p>3.9</p>  <p>INCREASE STUDENTS ENROLLED IN WORLD LANGUAGE COURSES</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> <tr> <th colspan="2">20-21</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>49.3%</td> </tr> <tr> <th colspan="2">21-22</th> </tr> <tr> <td>Year 1</td> <td>49.6%</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>49.3%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		20-21		Baseline	49.3%	21-22		Year 1	49.6%	Year 2	TBD	EXPECTED OUTCOME		Year 3	49.3%
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EXPECTED 2022-23 **ACTIONS & EXPENDITURES**

 Goal #3	 Action / Service	 Amount
	3.1 - <b>Site Leadership teams</b> will work collaboratively with site administrators and departments to improve instruction, provide leadership for professional development, and support implementation of State Standards.	\$715,200
	3.2 - Provide <b>supplemental site allocations to each school site</b> which align with goals, actions, and services.	\$136,482
	3.3 - Ensure all students use <b>instructional materials that are aligned with academic content standards.</b>	\$2,260,328
	3.4 - Instructional Design and Technology staff will provide professional development, coaching, and instructional support in order to <b>promote digital citizenship and high quality instructional design.</b>	\$726,873
	3.5 - <b>Establish Special Education-specific PLC groups</b> to ensure coordination of services to students with disabilities.	\$5,000
	3.6 - Provide additional time for teachers to engage in <b>professional development and curriculum development</b> in order to support high quality instruction and the implementation of state standards for all secondary students.	\$200,000
	3.7 - Provide K-12 professional development to support the <b>implementation of Next Generation Science Standards.</b>	\$15,000
	3.8 - Support the continued implementation of state academic standards by providing <b>additional professional development</b> to teachers and administrators.	N/C
	3.9 - Evaluate the condition of each school facility annually using the <b>Facilities Inspection Tool.</b>	N/C

EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal #3	 Action / Service	 Amount
	3.10 - Provide <b>instructional technology licenses</b> that extend learning, support formative and summative assessments, and/or support data analysis.	<b>\$613,740</b>
	3.11 - Provide a high-quality <b>New Teacher Induction program</b> to all new teachers.	<b>\$250,000</b>



## GOAL #3 SUMMARY OF EXPENDITURES

2021-22

Budgeted  
**\$3,776,720**  
Actual  
**\$4,602,640**

2022-23

Budgeted expenditures  
contributing to increased  
or improved services:  
**\$2,382,295**

Total Budgeted expenditures for 2022-23  
**\$4,922,623**

Saddleback Valley  
Unified School District




**Abbreviations:** *AP* (Advanced Placement), *ATS* (Alternative to Suspension), *AVID* (Advancement Via Individual Determination), *CSTAG* (Comprehensive Safety Threat Assessment Guidelines), *CTE* (Career and Technical Education), *DELAC* (District English Language Advisory Committee), *EAP* (Early Assessment Program), *EL* (English Learner), *ELA* (English-Language Arts), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessment for California), *GATE* (Gifted and Talented Education), *HE* (Health Education), *HSS* (History - Social Science), *IB* (International Baccalaureate), *K* (Kindergarten), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *MTSS* (Multi-Tiered System of Support), *NGSS* (Next Generation Science Standards), *PBIS* (Positive Behavior Intervention Systems), *PE* (Physical Education), *PLC* (Professional Learning Communities), *SBAC* (Smarter Balanced Assessments), *SBE* (State Board of Education), *SE* (Social Emotional), *SED* (Socioeconomically Disadvantaged), *SELPA* (Special Education Local Plan Area), *SV* (Saddleback Valley), *SVUSD* (Saddleback Valley Unified School District), *SWD* (Students With Disabilities), *TBD* (To Be Determined), *TK* (Transitional Kindergarten), *VAPA* (Visual and Performing Arts), *WL* (World Languages).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain / Increase
+ - Increase BY	⬇️ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



**For More Details**

This infographic provides a high-level summary only and is based on the full


161  
 page text LCAP

For additional LCAP resources scan or click the QR code or go to [www.goboinfo.com](http://www.goboinfo.com) & search for your district.

