LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Garvey/Allen Visual & Performing Arts Academy for STEM

CDS Code: 33 10330 0139428

School Year: 2021 – 22

LEA contact information: Tiffany Gilmore, CEO & Founder- tgilmore@garveyallenacademy.com

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).
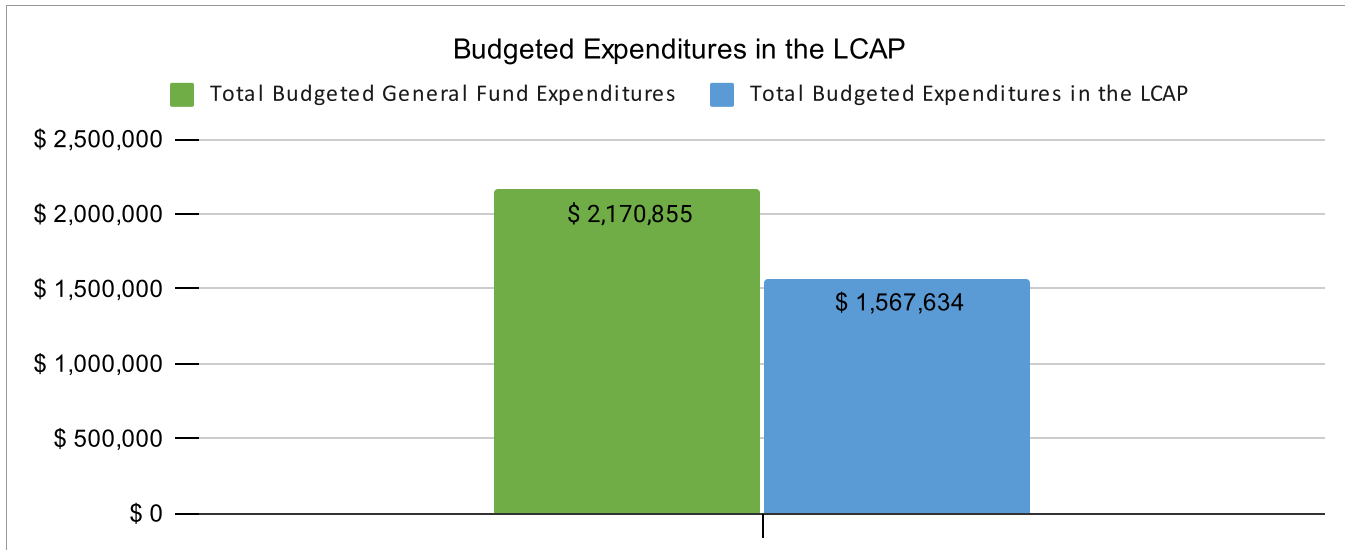
Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

- $ 268,703
- $ 1,076,922
- $ 293,714
- $ 569,389

$ 1,076,922 (48.8%)
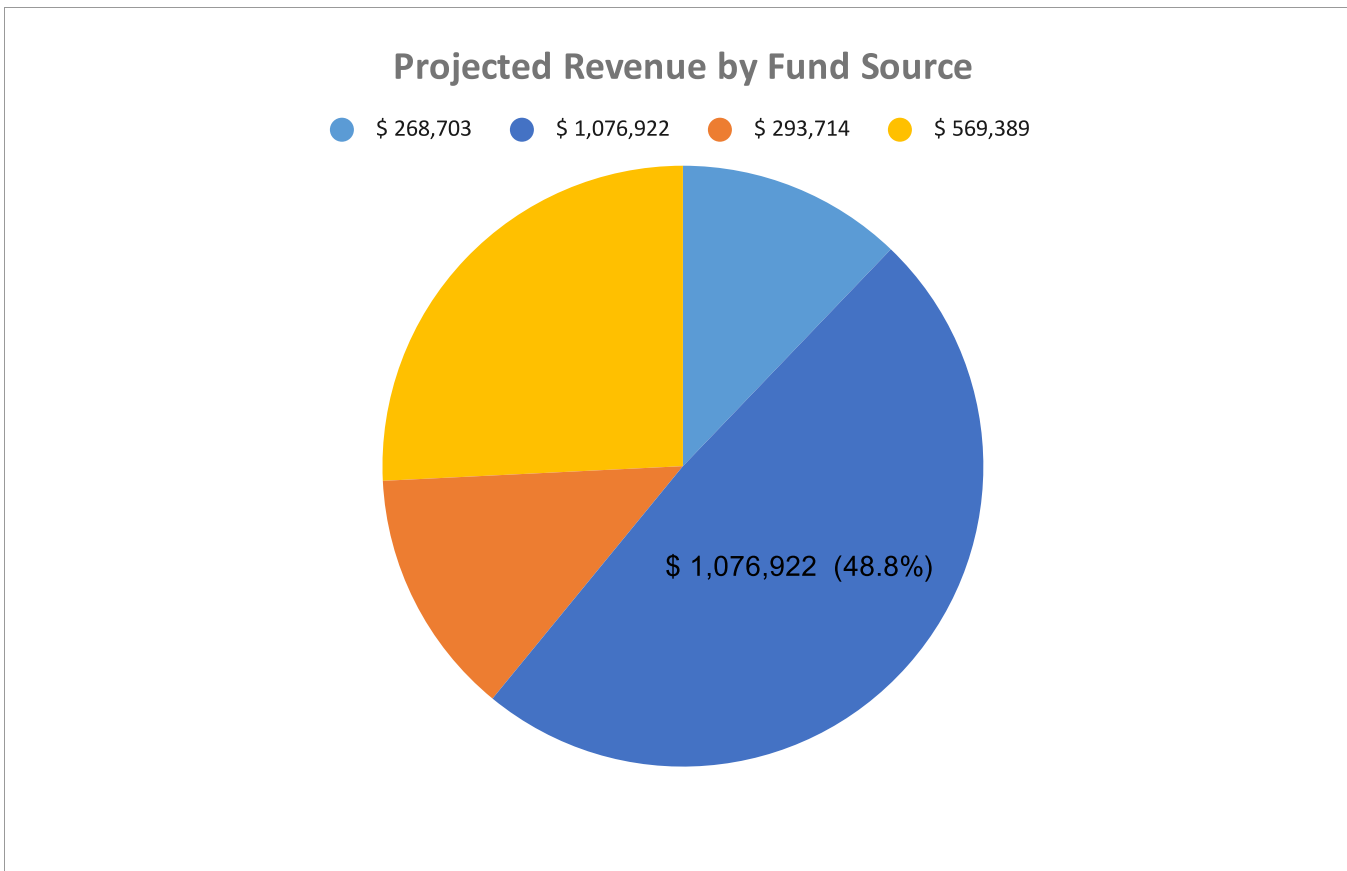
This chart shows the total general purpose revenue Garvey/Allen Visual & Performing Arts Academy for STEM expects to receive in the coming year from all sources.

The total revenue projected for Garvey/Allen Visual & Performing Arts Academy for STEM is $2,208,728.00, of which $1,345,625.00 is Local Control Funding Formula (LCFF), $293,714.00 is other state funds, $0.00 is local funds, and $569,389.00 is federal funds. Of the $1,345,625.00 in LCFF Funds, $268,703.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

■ Total Budgeted General Fund Expenditures   ■ Total Budgeted Expenditures in the LCAP

$ 2,500,000 ─

$ 2,000,000 ─ $ 2,170,855

$ 1,500,000 ─ $ 1,567,634

$ 1,000,000 ─

$ 500,000 ─

$ 0 ─

This chart provides a quick summary of how much Garvey/Allen Visual & Performing Arts Academy for STEM plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
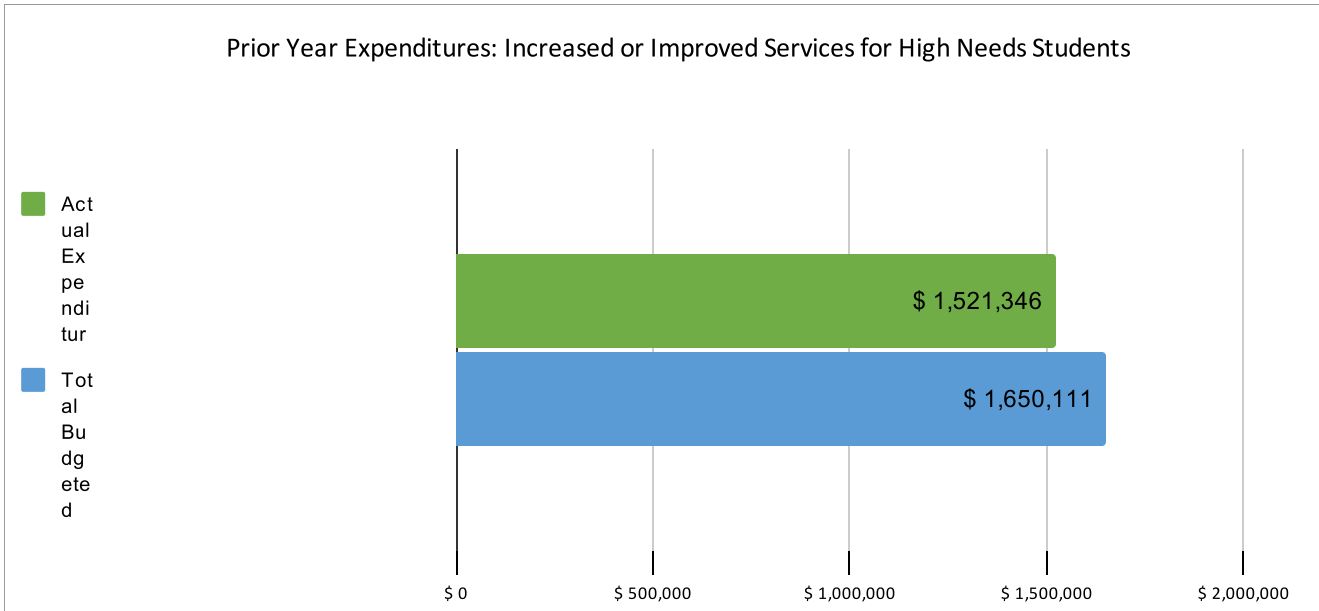
Garvey/Allen Visual & Performing Arts Academy for STEM plans to spend $2,170,855.00 for the 2021 – 22 school year. Of that amount, $1,567,634.00 is tied to actions/services in the LCAP and $603,221.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Indirect expense such as office support, oversight, audit, legal, and fiscal partner fees are not included in LCAP. Direct expense related to the National School Lunch Program (NSLP) are not included in the LCAP

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

In 2021 – 22, Garvey/Allen Visual & Performing Arts Academy for STEM is projecting it will receive $268,703.00 based on the enrollment of foster youth, English learner, and low-income students. Garvey/Allen Visual & Performing Arts Academy for STEM must describe how it intends to increase or improve services for high needs students in the LCAP. Garvey/Allen Visual & Performing Arts Academy for STEM plans to spend $1,567,634.00 towards meeting this requirement, as described in the LCAP.

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

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

- Actual Expenditur
- Total Budgeted

$ 1,521,346

$ 1,650,111

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Garvey/Allen Visual & Performing Arts Academy for STEM 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 Garvey/Allen Visual & Performing Arts Academy for STEM 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, Garvey/Allen Visual & Performing Arts Academy for STEM's Learning Continuity Plan budgeted $1,650,111.00 for planned actions to increase or improve services for high needs students. Garvey/Allen Visual & Performing Arts Academy for STEM actually spent $1,521,346.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $128,765.00 had the following impact on Garvey/Allen Visual & Performing Arts Academy for STEM's ability to increase or improve services for high needs students:

N/A

California Department of Education
January 2021

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
Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering, and Mathematics (GAVPAA STEM)	Tiffany Gilmore, Chief Executive Officer and Founder	tgilmore@garveyallenacademy.com (951)384-2015

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

100% of teachers will be appropriately placed according to credential and expertise.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
100% of core teachers will be appropriately credentialed and assigned	100% of core teachers were appropriately credentialed and assigned.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Annual review of all credentials will be conducted.	$0	$0

Goal Analysis

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

The funds budgeted for Goal 1 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 1 actions and services in meeting the goal was that all teachers were credentialed.

Goal 2

All students will have equal access to standards-aligned instructional materials.

State Priorities: 1

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
100% of all students will have standards aligned instructional materials in all core classes.	$0 Student aligned materials were donated

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Core content curriculum will be standards-aligned and provided to all students.	$67,500 LCFF Base	$0 Materials were donated.

Goal Analysis

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

The funds budgeted for Goal 2 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 2 actions and services in meeting the goal was that all students had equal access to standards-aligned instructional materials.

Goal 3

School facilities will be kept well maintained.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
GAVPAA will utilize a maintenance request system.	Maintenance request was not implemented due to COVID-19 school closure.
Classrooms will be cleaned on a regular basis (at least 3 times per week).	Classrooms were cleaned 3 times a week.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School facilities are maintained. GAVPAA will develop a maintenance response system to respond to maintenance request. The maintenance response system will include the use of janitorial services.	$19,800 LCFF Base	$28,263.00

Goal Analysis

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

The funds budgeted for Goal 3 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 3 actions and services in meeting the goal was that school facilities were kept well maintained.

Goal 4

100% of GAVPAA STEM students will be taught by appropriately credentialed teachers and with Common Core aligned curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
100% of students will have CCSS aligned materials and will be taught by appropriately credentialed teachers.	100% of students were provided with the CCSS aligned materials and taught by appropriately credentialed teachers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Curriculum will be reviewed to ensure CCSS alignment. Teacher credentials will be verified.	$0 Goal 2, Action 1	$0 Goal 2, Action 1

Goal Analysis

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

The funds budgeted for Goal 4 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 4 actions and services in meeting the goal was that 100% of GAVPAA STEM students were taught by appropriately credentialed teachers and with Common Core aligned curriculum.

Goal 5

EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
All EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.	All EL students received dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.
Annual increase will be based on Year 1 baseline.	Year 1 baseline was not met due to COVID-19 closures. Baseline will be made 2020-21 School Year.
EL student advancement annual increase will be based on Year 1 baseline.	Year 1 baseline was not met due to COVID-19 closures. Baseline will be made 2020-21 School Year.
Long term English Learners will advance at the same rate as newly classified English Learners	This was not met due to COVID-19 closures.
100% of students will return the Home Language Survey	100% of students returned the Home Language Survey.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school.	$1,500 Supplemental	$0

- EL students will learn age-appropriate content knowledge that reflects the content learning in the mainstream. - EL students will read authentic texts, not simplified or contrived text. EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, science experiments. - EL students will learn technical and academic vocabulary. - Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL.		

Goal Analysis

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

The funds budgeted for Goal 5 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 5 actions and services in meeting the goal was that EL students received dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.

Goal 6

Support will be provided to all EL students to gain proficiency in the English language.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
100% of Language Arts teachers will be trained on ELD best practices.	100% of Language Arts teachers were trained on ELD best practices.
All identified students will be given the Summative ELPAC annually.	All ELs were assessed on the Summative ELPAC in May.
100% of teachers will use academic language and/or SDAIE during daily Universal Access.	100% of teachers used academic language and/or SDAIE during daily Universal Access.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Students identified by Home Language Survey will be given the ELPAC with in the first 30 days of school. - Instructional strategies such as use of academic language and Specially Designed Academic Instruction in English ("SDAIE") will be used during all core instruction daily. - EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher. - EL progress will be monitored. Professional development will be provided to all on ELD best practices.	$5,000 Supplemental & Concentration $5,000 Supplemental & Concentration $513,057 LCFF Base	$0

Goal Analysis

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

The funds budgeted for Goal 6 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 6 actions and services in meeting the goal was that support was provided to all EL students to gain proficiency in the English language.

Goal 7

GAVPAA STEM will create an inclusive environment by including parents in activities and communication.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings, use the Village Wash House, take their family to community events and school sponsored family events, and/or workshops.	There was at least 60% participation rate in regards to parental involvement at scheduled meetings, school sponsored events and volunteering.
Parent involvement will increase by each year of the charter until a total of 70% of parent involvement is reached by the charter expiration.	Due to COVID-19 school closures, parental involvement did not increase but plans are in place for the remaining term of the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- GAVPAA STEM will provide opportunities for regular meetings that will allow parents to be partners in their child's education. - GAVPAA STEM will provide parent workshops focusing on helping students achieve academic success. - Parents will be encouraged to volunteer at GAVPAA STEM or by attending after hour activities through parent acknowledgement.	$5,000 Supplemental and Concentration	$1,627.58

Goal Analysis

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

The funds budgeted for Goal 7 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 7 actions and services in meeting the goal was that GAVPAA STEM created an inclusive environment by including parents in activities and communication.

Goal 8

At least 60% of parents will be involved in activities supported by or sponsored by GAVPAA STEM.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
GAVPAA STEM will provide constant and consistent communication with families through weekly classroom newsletters, monthly school-wide newsletters, weekly phone calls, and emails.	GAVPAA STEM did provide constant and consistent communication with families through monthly school-wide newsletters, weekly phone calls, and emails.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Information regarding school activities will be sent out weekly via email and phone. - GAVPAA STEM will send out weekly classroom newsletters. - GAVPAA STEM will send out a monthly newsletter via email.	$5,000 Supplemental and Concentration	$1,000.00

Goal Analysis

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

The funds budgeted for Goal 8 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 8 actions and services in meeting the goal was that at least 60% of parents will be involved in activities supported by or sponsored by GAVPAA STEM.

Goal 9

The students schoolwide and for all subgroups will score Standard Met or Exceeded and the same level and the district or higher (2018-ELA 30.34%, Math 20.59%) on the California Assessment of Student Performance and Progress in the area of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with two or more ethnicities.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
There will be an increase in students scoring at or above standard mastery in 2019-2020 ELA and Math SBAC Scores.	There was not an increase in student scoring at or above standard mastery in 2019-2020 ELA and Math SBAC Scores due to COVID-19 school closures.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Classroom instruction will be conducive to student learning. - Adequate learning environments will be provided to all students. - Appropriate CCSS aligned instructional materials will be provided to all students.	$0 See Goal 2, Action 1	$0 See Goal 2, Action 1

Goal Analysis

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

The funds budgeted for Goal 9 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The challenge of implementing Goal 9 actions and services in meeting the goal was that GAVPAA STEM did not test on CAASPP.

Goal 10

EL students will advance at least one performance level per the ELPAC each academic year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
There will be an annual increase over baseline in 2019-2020 in the number of English Learners who are reclassified and RFEP.	There was not an annual increase over baseline in 2019-2020 in the number of English Learners who were reclassified and RFEP due to COVID-19 school closures.
EL students will advance on the ELPAC each year. Long-term English Learners will advance at the same rate as newly classified English Learners.	EL students were not given the ELPAC due COVID-19 school closures, thus this goal will be revisited and actualized during the remaining years of the school's Charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

- Utilize academic language and SDAIE in core instruction. - EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher. - ELD report cards will be given to parents with regular report card and placed in student cumulative record file.	$0 See Goal 6, Action 1	$0 See Goal 6, Action 1

Goal Analysis

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

The funds budgeted for Goal 10 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 10 actions and services in meeting the goal was that EL students advanced at least one performance level per the ELPAC each academic year.

Goal 11

EL students will be reclassified as Fluent English Proficient after four years of full-time enrollment at GAVPAA STEM.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at GAVPAA STEM.	GAVPAA STEM is a new charter school in its founding year, therefore this goal has not been actualized as of yet, in addition adversely impacted due to COVID-19 school closures.
EL students will advance at least one performance level per the ELPAC each year.	GAVPAA STEM is a new charter school in its founding year, therefore this goal has not been actualized as of yet, in addition adversely impacted due to COVID-19 school closures.
Long Term English Learners will advance at the same rate as newly classified English Learners.	GAVPAA STEM is a new charter school in its founding year, therefore this goal has not been actualized as of yet, in addition adversely impacted due to COVID-19 school closures.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- EL students will receive in-class instructional support during daily scheduled Universal Access sessions which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and curriculum. - Parents will be informed of student progress through ELPAC scores and assessment scores.	$0 Goal 6, Action 1	$0 Goal 6, Action 1

Goal Analysis

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

The funds budgeted for Goal 11 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The challenge of implementing Goal 11 actions and services in meeting the goal was that no EL students have attended four years of full-time enrollment at GAVPAA STEM.

Goal 12

Create a culture of college prepared students by ensuring that all students have been given the tools and resources to be college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Students requiring academic support will participate in intervention programs at GAVPAA STEM.	Students requiring academic support did participate in intervention programs before the COVID-19 School closures.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Mandatory intervention to students struggling academically. - College named rooms to create a college-going culture.	$90,000 $6,885 Supplemental and Concentration	$147,792.40 Supplemental and Concentration

Goal Analysis

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

The funds budgeted for Goal 12 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 12 actions and services in meeting the goal was that the school created a culture of college prepared students by ensuring that all students were given the tools and resources to be college ready.

Goal 13

GAVPAA STEM will maintain a minimum of a 95% attendance rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Attendance rate will be 95% or greater.	The attendance rate for the 2019-2020 school year was not 95% or greater due to COVID-19 school closures.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- GAVPAA STEM will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	$0	$0

| - Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
- GAVPAA STEM will recognize students with perfect or improved attendance. | | |

Goal Analysis

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

The funds budgeted for Goal 13 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The challenge of implementing Goal 13 actions and services in meeting the goal was that GAVPAA STEM was on distance learning for the majority of the year.

Goal 14

Students will attend school regularly. The school will reduce the percent who are chronically absent to 5% or less (District 15.2% Chronically Absent in 2018).

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Students will be non-certified as chronically absent meaning they miss 15 or more school days per year based on baseline data.	Students were not classified as chronically absent.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Students with improved or perfect attendance will be recognized during quarterly awards ceremonies. - Students with more than 5 unexcused absences per semester will meet with GAVPAA STEM administration. - The Village Wash House will be used to allow families to wash clothes for free, thus eliminating students from missing school due to dirty clothes.	$10,000 Supplemental and Concentration	$1,500 Supplemental and Concentration

Goal Analysis

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

The funds budgeted for Goal 14 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 14 actions and services in meeting the goal was that the school reduced the percent who are chronically absent to 5% or less.

Goal 15

Students will not drop out of middle school.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
0% of students will drop out of middle school.	0% of students dropped out of middle school.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Academic support to at-risk students (Achievement Counselor) - Social/emotional support for at-risk students (Achievement Counselor) - Parent meetings	$60,763 $24,526 Supplemental and Concentration	$40,000.00

Goal Analysis

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

The funds budgeted for Goal 15 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 15 actions and services in meeting the goal was that no students dropped out of middle school.

Goal 16

GAVPAA STEM will have less than 5% suspension rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
GAVPAA STEM will decrease the annual suspension rate based on the baseline from Year 1.	Year 1 baseline was adversely impacted due to COVID-19 school closures, however the suspension rate was 1%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- GAVPAA STEM will implement a Positive Student Behavior program. - Teachers will be trained in classroom management. - Online Behavior Program (i.e., Ripple Effects) will be used to address behavioral issues. - GAVPAA STEM will implement Responsive Classroom Strategies - Ron Clark Training	$10,000 Supplemental and Concentration	$20,000.00 Supplemental and Concentration

Goal Analysis

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

The funds budgeted for Goal 16 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 16 actions and services in meeting the goal was that GAVPAA STEM had less than 1% suspension rate.

Goal 17

GAVPAA STEM will have less than a 2% expulsion rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
GAVPAA STEM will have a decreased suspension rate based on baseline.	There was a 0% expulsion rate.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

- GAVPAA STEM will implement a Positive Student Behavior program. - Teachers will be trained in classroom management. - Online Behavior Program (i.e., Ripple Effects) will be used to address recurring behavioral challenges.	$4,500 ($20 per student) Ripple Effects Supplemental and Concentration	$0

Goal Analysis

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

The funds budgeted for Goal 17 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 17 actions and services in meeting the goal was that GAVPAA STEM had less than a 1% expulsion rate.

Goal 18

Students, parents, and teachers will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Initial and ongoing parent and family satisfaction rates will be greater than that of the district.	[Add actual outcome here]
Completed and returned survey rates will increase bi-annually based on baseline.	[Add actual outcome here]

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Annual school surveys will be sent to parents, students, staff, and community members. - Parents and community members will be encouraged to participate in programs focusing on multiculturalism and core values. - Calendar Flyers for parent events will be provided.	$0	$0

Goal Analysis

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

The funds budgeted for Goal 18 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 18 actions and services in meeting the goal was that students, parents, and teachers feel a sense of community and connectedness.

Goal 19

Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the GAVPAA STEM's charter petition.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
100% of students will have access to a broad course of study.	100% of students had access to a broad course of study.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All academic content areas will be available to all students, including student subgroups, at all grade levels.	$0 Goal 2, Action 1	$0 Goal 2, Action 1

Goal Analysis

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

The funds budgeted for Goal 19 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 19 actions and services in meeting the goal was that students, including all student subgroups, had access to and enrolled in our academic and educational program as outlined in the GAVPAA STEM's charter petition.

Goal 20

The students will make progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of the English Language Arts/Literacy. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with two or more ethnicities.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
The 2019-2020 ELA iReady assessments will establish a baseline for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.	Due to COVID-19 school closures this goal was not actualized but will be revisited in the remaining years of the school's charter.
i-Ready scores will increase based on baseline data.	Due to COVID-19 school closures this goal was not actualized but will be revisited in the remaining years of the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- GAVPAA STEM will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, and leveled reading groups for small group instruction. - Purchase i-Ready	$8,000 Title 1	$0

Goal Analysis

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

The funds budgeted for Goal 20 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 20 actions and services in meeting the goal was that the students made progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of the English Language Arts/Literacy.

Goal 21

The students will make progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of Mathematics. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with two or more ethnicities.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
The 2019-2020 Math iReady assessments will establish a baseline for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.	Due to COVID-19 school closures this goal was not actualized but will be revisited in the remaining years of the school's charter.
Ready scores will increase	Due to COVID-19 school closures this goal was not actualized but will be revisited in the remaining years of the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
GAVPAA STEM will utilize instructional strategies that include: small group work, math interventions, online tools and resources, peer-to-peer coaching, and collaboration with colleagues to support learning goals.	$0	$0

Goal Analysis

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

The funds budgeted for Goal 21 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 21 actions and services in meeting the goal was that all teachers were credentialed.that the students made progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of the Mathematics.

Goal 22

Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Students will pass social science courses annually based on baseline.	Due to COVID-19 school closures this goal was not actualized as a result of the "hold harmless" requirement but will be revisited in the remaining years of the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Through an integrated approach, students will study the area of social sciences congruent with Social Science Framework. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands on projects.	$0	$0

Goal Analysis

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

The funds budgeted for Goal 22 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 22 actions and services in meeting the goal was that students demonstrated intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.

Goal 23

All students, including all student subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Students will pass assigned science courses annually based on baseline.	Due to COVID-19 school closures this goal was not actualized as a result of the "hold harmless" requirement but will be revisited in the remaining years of the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Utilizing inquiry-based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices congruent with Next Generation of Science Standards. Strategies include: hands on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.	$10,000	$0

Goal Analysis

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

The funds budgeted for Goal 23 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 23 actions and services in meeting the goal was that all students, including all student subgroups, demonstrated grade level skills and content knowledge in life, earth and space, and physical science.

Goal 24

Students will recognize the viability of visual and performing arts as career options through daily exposure and education in a culturally relevant environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Annual Measurable Outcomes

Expected	Actual
Students will actively participate in visual and performing arts classes. Students will pass assigned visual and performing arts classes.	Students actively participated in visual and performing arts classes. Students passed assigned visual and performing arts classes due to the COVID-19 "hold harmless" requirement. This goal will be revisited in the remaining years of the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
- Students will participate in a variety of courses that will expose them to visual and performing arts. - Students will attend professional performances in a variety of venues to develop an appreciation for the arts. - Courses will integrate core content material with visual and performing arts content.	$0	$0]

Goal Analysis

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

The funds budgeted for Goal 24 actions and services were implemented to support students, families, teachers, and staff. The actions and services were implemented as presented.

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

The success of implementing Goal 24 actions and services in meeting the goal was that students recognized the viability of visual and performing arts as career options through daily exposure and education in a culturally relevant environment.

Goal 25

Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
All students will receive physical education minutes.	All students received physical education minutes before school closures due to COVID-19.
All students will have access to physical education through courses offering dance and movement.	All students had access to physical education through courses in dance and movement.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
GAVPAA STEM will meet the physical education minutes required.	$0	$0

Goal Analysis

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

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

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
Personal Protective Equipment for students and staff while on campus, as well as cleaners/disinfectants	$10,000	$10,000	N
Hiring of a Janitorial Company who specializes in COVID prevention, sanitization, and disinfection	$20,000	$20,000	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.

The actions were implemented and expended for in-person instruction. Any differences were expended for the increased costs associated with distance learning especially staffing.

Analysis of In-Person Instructional Offerings

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

GAVPAA STEM remained in distance learning due to an increase in COVID cases in Moreno Valley. GAVPAA STEM opened to cohorts on 4/12/2021 and is serving the most vulnerable students who are classified as Students with Disabilities as outline in the states requirement for reopening, who need to attend in person based on GAVPAA STEM's tiered re-engagement plan. The attendance rate for in-person learning is 96%, and the attendance rate for distance learning was 95%. The greatest success of returning to in-person learning was the growth of school culture and positive school climate. The students, teachers, staff, and parents were very happy to be back on campus. Several families did choose to remain in distance learning for the remainder of the year since the routine was set and older siblings could babysit younger siblings if their schools did not open.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Special Education support staff, programs, and resources. *Special Education funding will be contributed in the amount of $59,798.	$85,000	$85,000	*Y
Education Services Consultants and resources to provide on-going training and professional development.	$40,000	$40,000	N
Various technology programs, and resources including document cameras, additional monitors, subscription services for Screencastify, Peardeck, Zoom, Screencastify, and other services and resources to support student learning.	$12,000	$12,000	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 actions were implemented and expended for distance learning. GAVPAA STEM was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All positions, especially, teachers, office staff, counselors, and paraprofessionals, focused on ensuring mental health and well-being, school connectedness, student engagement, mentoring, and additional academic support. GAVPAA STEM also incorporated additional technology and technological support to ensure parents and students had access to the programs.

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.

In regard to the successes of the distance learning program in the 2020-21 school year. Continuity of instruction was a priority as evidenced by the pacing guides and lesson plans; moreover, GAVPAA STEM implemented iReady assessments in ELA and Math two times per year to monitor student progress. GAVPAA STEM was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All students utilized the technology; therefore, GAVPAA STEM did not need to use paper packets and mailing. GAVPAA STEM ensured student participation through daily attendance checks, phone calls and emails to students and parents, and ensured student progress through weekly grade checks, assessment results, work completion, and participation in intervention programs including small group, individual, and/or after-school tutoring. The professional development on distance learning at GAVPAA STEM actually began in April of 2020 and has continued throughout the 2020-21 school year. Teachers have received professional development and planning time to lesson plan, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment.

GAVPAA STEM provided professional development and resources to increase the skills of teachers to change their instructional delivery from site-based classroom to distance learning. GAVPAA STEM provided professional development and resources to increase the skills of staff to set-up and utilize Google Classroom, Google Meets, and Zoom meetings, to track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes, identify time value and assignment completion, engaging students in a virtual world, focus on standards and skills, how to deliver instruction, cross-curricular alignment, and how to develop and optimize class time. Administrator monitored teachers by attending live lessons, verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. This year, the professional development planned for restorative justice practices and trauma-informed instruction was completed internally by the Executive

Director rather than by an external consultant. In addition, GAVPAA STEM provided support to teachers and staff by building and nurturing staff relationships to reduce the strain of isolation and the fatigue of the digital environment. This was achieved through weekly meetings, activities, competitions, welcoming rituals, engagement with colleagues, and optimistic closures. All students, parents, teachers, and staff had and still have access to full-time, daily technological support to ensure the success of learning which has increased the costs.

GAVPAA STEM adapted the roles and responsibilities of all staff as a result of COVID-19 because all staff transitioned to working remotely. Since the roles and responsibilities of Charter School staff were designed for full-time, in-person, classroom-based instruction, all roles and responsibilities shifted to distance learning in a virtual environment. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students. Campus supervisors helped make phone calls to families. Paraprofessionals provided intervention under the direction of a credentialed teacher. Administrator taught an English class and classes in the event of a teacher absence. Teachers provided technological support. IT shifted to providing training and problem solving on devices and connectivity directly to students, parents, staff, and teachers. Food service shifted to providing grab and go lunches. Teachers shifted to providing distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and much more.

GAVPAA STEM serves 88.5% socioeconomically disadvantaged ("SED") students, 3.5% English Learners ("ELs"), 0.7% Reclassified Fluent English Proficient ("RFEP") students, 8.8% students with disabilities ("SWD"), 0% foster youth ("FY"), and 2.1% homeless students.   GAVPAA STEM continues to provide ELD to all students who are identified as EL through integrated ELD in the live lessons with paraprofessionals present in the live lesson to provide immediate support and designated ELD in ELA class provided by the fully credentialed teacher. EL students also receive tutoring support for their lessons through the live lesson platform or in person. GAVPAA STEM has continued to provide high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, Google meetings, or Zoom meetings. The Director of Student Services monitors contact with students and parents through contact logs created by teachers and interventionists. The SWD received services through HIPPA compliant Zoom meetings by GAVPAA STEM staff or contracted service providers. For push-in services, the Specialized Academic Instructors attend the Google Meets with the students to understand the classroom teachers' expectations and to provide immediate support. For pull-out services, the Specialized Academic Instructors provide services to support the classroom expectations and to progress toward each student's IEP goals. GAVPAA STEM has a Liaison who provides support to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child's education, school supplies, interventions, and additional academic support. Students who are Foster Youth, Homeless Youth, EL and/or SED are prioritized for interventions, assignment support, and direct support by teachers and paraprofessionals during office hours where students can work one-on-one in the afternoon so the teacher and student can work through assignments together. During live lessons, the paraprofessionals attend live lessons with students to provide direct support. In addition, students can access online interventions like iReady 24 hours a day, 7 days a week.

The challenges have been juggling all the changes listed above in order to ensure high-quality, rigorous education for all students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
GAVPAA has implemented a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions. GAVPAA utilizes the supports in place (Moby Max, etc.) and implements the supports that may be added to our instructional program (SecondStep-SEL). Additionally, we will provide students with access to essential standards and administer assessments to consistently monitor and accelerate students' learning. Teachers will use the results of on-going instruction to remediate and differentiate instruction. The anticipated significant subgroups impacted are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities. * PCSPG funding will be provided in the amount of $6,500.00	$6,500	$1500	*Y
GAVPAA will also provide an extended learning opportunity which consists of after-school tutoring; and Saturday Scholar classes to support struggling students and further mitigate learning loss.	$20,000	$0	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 substantive differences between the planned actions and/or budget expenditures for addressing student learning loss was due to the participation in iReady's Complementary Pilot for GAVPAA STEM and the lack of the after-school tutoring and Saturday classes due to COVID restrictions. In fact, mitigating student learning loss has been of paramount importance to GAVPAA STEM.

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 successes of mitigating student learning loss in the 2020-21 school year have been achieved through a relentless effort to ensure students receive the interventions that they need to be successful. This has been achieved through paraprofessionals, teachers, supplemental intervention materials and online programs, and tutoring opportunities for students. The students have not been allowed to fail. The success of the program lies with the relationships and partnerships with the parents and families. The families trust GAVPAA STEM to educate their children. The workshops provided to parents have allowed parents the opportunity to understand how to support their children. The challenges of student learning loss were addressing the social emotional well-being as students experienced isolation, depression, and "Zoom Fatigue." GAVPAA STEM focused on a new social emotional learning curriculum and activities as well as increasing student engagement.

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 successes in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year included daily contact with students, mentorship, professional development on STAT, mindfulness to support teachers and staff to address personal mental health and social emotional well-being to better support students who have experienced trauma. The greatest success for supporting mental health and social emotional well-being was hosting multiple acknowledgement activities throughout the school year to recognize academic achievement and character development. This practice gave the students a boost in confidence and something to look forward to. A challenge was to provide enough resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices and social services in the community because the system was stretched thin.

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.

GAVPAA STEM is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance was clearly articulated to students and parents prior to the start of school year to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student was not attending school or participating in synchronous or asynchronous instructional strategies, the teacher reported the student as absent, and the office staff called home immediately. Translation in English and Spanish is provided. If there was no response, a teacher, administrator, counselor also followed-up with parents. Still no response, the office staff sent home a certified letter encouraging the parents to reach out to the teacher(s) to set up a re-engagement plan. A home visit also took place with two employees with appropriate safety precautions to meet with the student and/or parent to encourage attendance at school and develop the re-engagement plan. Other strategies that were used were contact from a former teacher or other employee with a positive relationship with the student, an employee reaching out to mentor the student, and an administrator reaching out to the parent to develop the re-engagement plan. The tiered re-engagement strategies included identifying a mentor employee for daily check in, setting up interventions and/or tutoring, student served as a peer mentor to a student in a lower grade, setting up an SST meeting, ensuring that the relationship with the teacher and the class peers took priority to ensure student engagement and school connectedness, and ensuring there was time every day for daily live interactions with the teacher and class peers. The challenge was that the contact was remote, losing the connectedness which comes from face to face, in person conversations.

Analysis of School Nutrition

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

The success of the school nutrition program was that GAVPAA STEM provided nutritionally balanced meals during distance learning to students and during lunch times during in-person instruction. The challenge was ensuring that students who were experiencing food insecurity came to pick up meals and visited a local food bank. Often, GAVPAA STEM had more meals prepared than we had students pick them up.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual	Contributing

			Expenditures	
Mental Health & Social Emotional Well-Being	SEL Curriculum: School Connect or similar for Middle School. Services will be offered to all students and families (without IEP). Students current IEPs will be provided additional services as identified. Special Education Funding will be provided in the amount of $10,000.00	$10,000 $10,000	$10,000	Y
Professional Development	Teachers and support staff will receive professional development for TIER re-engagement strategies and implementation.	$5,000	$5,000	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.

There were no substantive differences between the planned actions and/or budget expenditures for the additional plan requirements.

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.

GAVPAA STEM has learned many lessons from implementing in person and distance learning programs in 2020-21. The development of the LCAP includes focus on student achievement, mental health and social emotional well-being in a safe, inclusive, and supportive environment, and parent and community involvement and engagement, especially for our significant subgroups. GAVPAA STEM has specifically addressed actions and services to improve instruction and achievement for all students.

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

Student learning loss will continue to be assessed through the use of iReady assessments in English and Math, student attendance, grades, work completion, and other assessments. The administrators, teachers, and staff will continue to monitor the progress of students through data teams and analysis. They will then develop and adjust interventions for students to ensure that students with learning loss, especially those with unique needs, are provided intensive or strategic interventions on a daily basis.

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.

There were no substantive differences between the description of the actions and services identified as contributing toward meeting the increased or improved services requirement. GAVPAA STEM considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCAP. GAVPAA STEM was principally directed on educating and supporting the most vulnerable youth served. GAVPAA STEM designed the LCAP to effectively address the distance learning program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or potential learning loss of the students. The actions in the LCAP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCAP were effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions included professional development on online instruction, trauma informed instruction, STAT, and mindfulness; purchasing computers and hotspots; interventions and after-school tutoring provided by teachers and paraprofessionals; social emotional professional development and supports for students, teachers, and staff; intervention instructional materials; staff support to include mentorship, counseling, engaging with families, tracking student interventions, teaching electives, coaching teachers, overseeing student interventions; robust parent education; and, resources to support teachers, staff and families.

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.

GAVPAA STEM has taken an analytical approach in the development of the 2021-2024 LCAP. GAVPAA STEM analyzed the Charter School thoroughly in the 2020-21 school year which examined verifiable data, and DataQuest for dropout rate and suspension rate, as well as internal data on attendance, suspensions, and satisfaction rate. GAVPAA STEM has included stakeholders in the process of

developing the LCAP with parents, teachers, and staff through School Site Council, parent workshops, professional development sessions, and surveys, and with students through daily engagement and surveys. GAVPAA STEM is committed to evaluating the 2019-20 LCAP and the 2020-21 LCP in order to evaluate whether the actions and services are truly effective in meeting the LCAP goals and fulfilling the mission to transform historically disenfranchised minority students into Achievers, and only refer to them as such; who will become high performing graduates, who attend the top schools of our nation, be provided intensive high level arts training with a rigorous college preparatory STEM infused curriculum, all while learning cultural connectedness, understanding and leadership excellence. We are educating Achievers so that they will accomplish their fullest potential as artists, leaders, and global citizens.

Through this process, GAVPAA STEM has learned how to effectively provide high-quality, rigorous distance learning, but the strength of the program is to continue to provide instruction in a seat-based model. Students need to be at school with their peers, teachers, and staff to best learn rather than in isolation. GAVPAA STEM has learned that the focus of mental health and social emotional well-being is vital to the academic and overall success of the students. With specific attention to English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, GAVPAA STEM will continue with a rigorous professional development program, social emotional learning, and mental health supports like counseling, parent engagement, and trauma informed instruction.

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:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o 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
Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics (GAVPAA STEM)	**Tiffany Gilmore, Chief Executive Officer and Founder**	tgilmore@garveyallenacademy.com **(951)384-2015**

Plan Summary [2021-22]

General Information

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

Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics (GAVPAA STEM), a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status which is currently authorized by the Riverside County Board of Education. GAVPAA STEM currently serves 113 students in grades 5-8 who benefit from small class sizes, an inclusive community, a diverse school population, and a focus on individualized learning. Parents choose GAVPAA STEM for a more personal educational experience for their children. GAVPAA STEM is committed to being transparent and remaining accountable to its stakeholders.

GAVPAA STEM is dedicated to transforming students into Achievers who will become high performing graduates. Our Achievers will be provided with intensive, high level college preparatory STEAM curriculum infused with culturally relevant and academically rigorous content. Additionally, our Achievers will be immersed in cultural connectedness, tolerance, and purposeful excellence. We at GAVPAA STEM know that if our Achievers have any hope of competing in the global economy, our educational system must produce high school graduates ready to enter the workforce, as well as be a school "Where Achievers are the Architects of their own Destinies." For us to achieve this goal, our educational program will prepare our Achievers through innovative and ground-breaking teaching techniques.

This Charter School is designed to prepare Achievers for the skills and aptitudes they will need as young adults in the 21st century as they enter an increasingly information-rich, technological and global community. Achievers will have access to and use technology while learning to work independently and collaboratively. GAVPAA STEM will instill a love of learning through art, science, technology, engineering and mathematics so that all Achievers will have the opportunity to succeed academically and be prepared for high school and prepare for acceptance the top colleges and universities of our nation.

The mission of Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering and Mathematics is to transform historically disenfranchised minority students into Achievers, and only refer to them as such; who will become high performing graduates, who attend the top schools of our nation, be provided intensive high level arts training with a rigorous college preparatory STEM infused curriculum, all while learning cultural connectedness, understanding and leadership excellence. We are educating Achievers so that they will accomplish their fullest potential as artists, leaders, and global citizens.

GAVPAA STEM is filling a community need and meeting the interests of the community. GAVPAA STEM has small class sizes with an average student to Achievement Guide ratio of 25:1. GAVPAA STEM has longer school days for all students in 5-8. GAVPAA STEM provides interventions to all students who are academically low performing during the school day through a daily Advisory period. GAVPAA STEM incorporates Excellence on Purpose Wednesday, a mandatory study session once per week, for students in grades 5-8 with missing or incomplete assignments. GAVPAA STEM hosts After School Tutoring, a mandatory tutoring program, for students in grades 5-8 who have a D or F in any subject. GAVPAA STEM provides deeper extension opportunities to all students who are academically high performing. GAVPAA STEM has instituted Ron Clark strategies and restorative justice practices to create a safe setting where students are able to learn, and Achievement Guides are able to teach; these practices are highlighted for students during the daily morning meeting ("Excellence on Purpose") in grades 5-8. GAVPAA STEM provides technology with a student to device ratio of 1:1. GAVPAA STEM incorporates enrichment opportunities during the school day through broad access to courses. These strategies fill a community need and meet the interest for the community.

The Charter School is a diverse, 21st Century School. Based on the 2020 California School Dashboard, GAVPAA STEM's enrollment of 113 students was broken down by student group was as follows: 88.5% socioeconomically disadvantaged ("SED") students, 3.5% English Learners ("ELs"), 0.7% Reclassified Fluent English Proficient ("RFEP") students, 8.8% students with disabilities ("SWD"), 0% foster youth ("FY"), 2.1% homeless students. As of the 2019-20 school year, enrollment by race and ethnicity at GAVPAA STEM was 71.1% Black or African American, 19.5% Latinx, 6.2% two or more races, 0.9% white, 0.9% Filipino, and 0.9% Pacific Islander.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are Black or African American students, SED students, and Latinx students. The majority of the students at the Charter School are SED. The above strategies that GAVPAA STEM utilizes are designed to be effective in meeting the needs of all of GAVPAA STEM's students and all of its subgroups. Specifically, the small class size ensures that no student's needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The built-in accountability for missing or incomplete work and tutoring continuously works to close the achievement gap. The social-emotional support for students through GAVPAA STEM's focus on Ron Clark and restorative justice practices ensures that the whole child is supported, especially as to mental health and personal well-being. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every student the opportunity to become proficient in digital skills that are critical in the 21st century.

Reflections: Successes

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

Since GAVPAA STEM began operation in the Fall of 2019, and the Smarter Balanced Assessment Consortium (SBAC) was suspended for Spring 2020 and optional in Spring 2021, there is no information on the Dashboard.

The successes that GAVPAA STEM has experienced are administering iReady assessments in every grade level in the core subject areas, providing daily interventions to low achieving students, hosting virtual parent meetings, maintaining consistent and supportive communication with families, and engaging students in the school community despite distance learning.

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.

GAVPAA STEM has identified areas that need significant improvement based on a review of iReady. GAVPAA STEM is committed to developing a broad goal to improve the academic achievement of all students. The steps that will be taken to address these areas of achievement in the goals, actions, and services.

Increase ELA Performance overall and for numerically significant subgroups. CAASPP ELA and final iReady assessments will be used to determine all students' achievement in ELA.

Increase math performance overall and for numerically significant subgroups. CAASPP Math and final iReady assessments will be used to determine all students' achievement in math.

Maintain Suspension Rate at less than 2%. Support Social Emotional Learning, ("SEL"), Diversity, Equity, and Inclusion ("DEI") and alternatives to suspension will be used to monitor student behavior. In 2019-20, 1% of GAVPAA STEM students were suspended compared to 3.5% of students statewide.

Increase Average Daily Attendance (ADA) rate to 95% or higher. In 2020, GAVPAA STEM had an average daily attendance rate of 91%.

In addition, GAVPAA STEM recognizes the importance of social emotional well-being of students and an active partnership with parents/guardians, staff, Achievement Guides, and community members. The goals reflect GAVPAA STEM's commitment to student mental health and an active school community.

LCAP Highlights

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for GAVPAA STEM which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) GAVPAA STEM will improve the Distance from Standard ("DFS") for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard by June 2022. GAVPAA STEM will improve the number/percent of all students at or above grade level by 10% from Spring 2021 to Spring 2022; 2) GAVPAA STEM will support the social emotional well-being of all students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between Achievement Guides and students utilizing Ron Clark and restorative justice practices; and, 3) GAVPAA STEM's students, parents/guardians, Achievement Guides, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, Achievement Guides, and students to identify areas of opportunity for the students and

groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council which includes parents of English Learners. The School Site Council will meet four times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The Achievement Guides, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The Achievement Guides, staff, and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of GAVPAA STEM based on student achievement data to include SBAC, ELPAC, iReady, cumulative assessments, attendance and student demographic data to include the significant subgroups of Latinx, Black or African American students, and socioeconomically disadvantaged students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. The LCAP 2021-24 was developed with input from key stakeholders including parents/guardians, staff, Achievement Guides, students, and community members. The stakeholders agreed that GAVPAA STEM develop three new goals in order to address the specific areas where growth is needed. In light of the feedback received from the Charter Renewal Petition, the LCAP goals were developed. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate,5) Parent Involvement, 6) Basic Services. 7) Implementation of State Standards, and 8) Course Access.

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.

GAVPAA STEM is not eligible for CSI.

Support for Identified Schools

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

GAVPAA STEM is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

GAVPAA STEM is not eligible for CSI.

Stakeholder Engagement

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

The process of how GAVPAA STEM engaged stakeholders for input before finalizing the LCAP included the following:

Posted the LCAP on the website with a link to a feedback email.

Administrative team reviewed and responded to the feedback emails.

Reviewed the goals and actions with Achievement Guides and staff during Professional Learning Communities.

Reviewed the goals and actions with parents/guardians at School Site Council meetings.

Emailed the LCAP and the Annual Update to all stakeholders with a link to a feedback email.

Reviewed the goals and actions with students at Student Council meetings.

Reviewed the goals and actions with the Board at Board meetings.

Consultation with EDCOE Charter SELPA.

The purpose was for all stakeholders was to take ownership of the LCAP and its implementation. All stakeholders have been encouraged to provide the GAVPAA STEM Team with continuous feedback throughout the process and implementation.

Following the stakeholder meetings, the administrative team analyzed the feedback in order to include salient points in the LCAP.   The most important areas of priority were academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, Achievement Guides, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing was held on: 5/27/21

The LCAP was approved on: 6/24/21

A summary of the feedback provided by specific stakeholder groups.

Local Climate Survey Summary

Goal 1

My child's school provides a quality education that focuses on the academic success of each child. 87.5% Strongly Agree/Agree

My child's school offers supports that help my child to be academically successful. 83.3% Strongly Agree/Agree

My child's school provides a variety of activities for my child. 82.35% Strongly Agree/Agree

My child's school promotes academic success for all students. 95.8% Strongly Agree/Agree

My child's school offers effective supports for English Learners. 93.5% Strongly Agree/Agree

My child's school offers activities that prepare my child for college (Ex. college readiness activities, STEM). 87.5% Strongly Agree/Agree

My child's school offers activities that prepare my child for careers (Ex. Career Awareness Activities, Project-based learning). 87.5% Strongly Agree/Agree

My child's school offers interventions for my child when they are struggling (Ex. Office Hours/Tutoring, etc). 79% Strongly Agree/Agree

Goal 2

My child's school focuses on improving student attendance. 87.5% Strongly Agree/Agree

My child feels safe and connected to his/her school. 83.3% Strongly Agree/Agree

My child's school treats all students with respect. 91.6% Strongly Agree/Agree

My child's school maintains school rules equally for my child and all students. 91.6% Strongly Agree/Agree

My child's school is safe place. 87.5% Strongly Agree/Agree

My child's school offers social emotional supports for my child. 83.3% Strongly Agree/Agree

Goal 3

My child's school seek parent input. 87.5% Strongly Agree/Agree

I feel welcome to participate in activities at my child's school. 83.3% Strongly Agree/Agree

My child's school keeps me informed about school activities. 83.3% Strongly Agree/Agree

My child's school offers helpful parent education workshops and opportunities. 83.3% Strongly Agree/Agree

I rely on phone-calls and text for information about my child's school. 91.6% Strongly Agree/Agree

I rely on emails for information about my child's school. 91.6% Strongly Agree/Agree

I rely on the school website for information about my child's school. 83.3% Strongly Agree/Agree

Teachers/Staff

The Achievement Guides and staff are 85% satisfied with work and the growth that the students are making.

90% of Achievement Guides and staff believe that the Charter School is making a positive difference in the community.

Students

83% of the students feel safe and cared about at the Charter School.

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

Based on the stakeholder feedback received, the goals and actions were developed to address academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, Achievement Guides, staff, and community members to play a more active role in the Charter School decision making process.

GAVPAA STEM reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can hone in on the goals and actions that are the most important for the students as measured by the stakeholders.

Goals and Actions

Goal 1

Goal #	Description
1	GAVPAA STEM will improve the Distance from Standard ("DFS") for all students as measured by the SBAC in ELA and Math and reported on CA School Dashboard by June 2022. GAVPAA STEM will improve the number/percent of all students at or above grade level by 10% from Spring 2021 to Spring 2022.

An explanation of why the LEA has developed this goal.

Based on the local assessment data, stakeholder consultation, and examination of data, GAVPAA STEM developed Goal 1 to increase student achievement in ELA and Math on the SBAC and iReady, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	SBAC ELA OUTCOMES 2022 will set baseline 	2022	DFS
Overall	TBD					SBAC ELA OUTCOMES 2024 SBAC Assessment Results | 2024	DFS	

	Black	TBD			Overall	TBD
	Latinx	TBD			Black	TBD
	SED	TBD			Latinx	TBD
	SBAC Assessment Results				SED	TBD
iReady ELA Assessment Results	iReady ELA Outcomes Spring 2021 iReady ELA Assessment Results 				iReady ELA Outcomes Spring 2024 iReady ELA Assessment Results 40% On or Above Grade Level 83% Maintain Typical Growth 50% Typical Growth 25% Stretch Growth	
SBAC MATH	SBAC MATH OUTCOMES				SBAC MATH OUTCOMES	
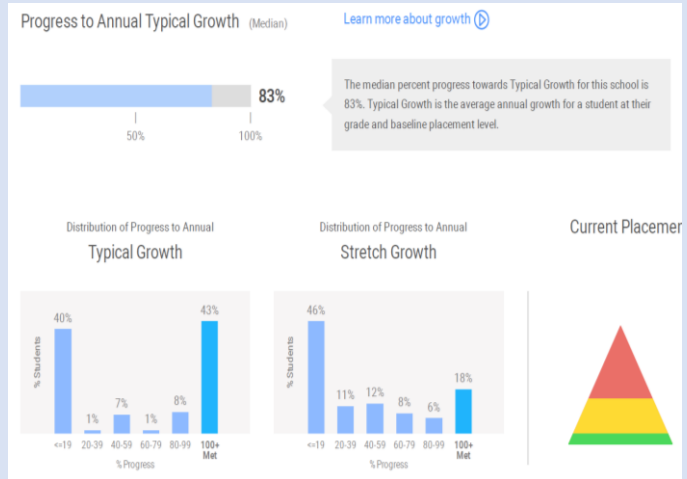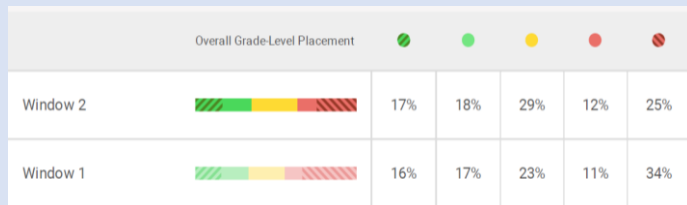
	2022 will set baseline 	2022	DFS
Overall	TBD
Black	TBD
Latinx	TBD
SED	TBD | SBAC Assessment Results				2024 SBAC Assessment Results | 2024	DFS
Overall	TBD
Black	TBD
Latinx	TBD
SED	TBD	
iReady MATH Assessment Results	iReady MATH Outcomes Spring 2021 iReady MATH Assessment Results 				iReady MATH Outcomes Spring 2024 iReady MATH Assessment Results 32% On or Above Grade Level 70% Typical Growth 45% Typical Growth 20% Stretch Growth
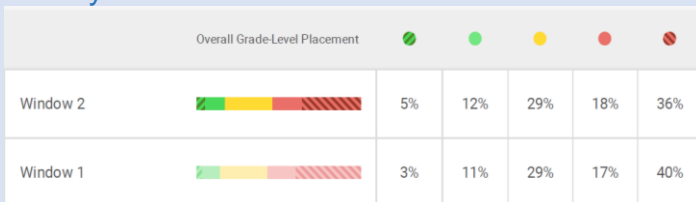
iReady MATH Outcomes table (Spring 2021):

Overall Grade-Level Placement		(green striped)	(green)	(yellow)	(red)	(red striped)
Window 2		5%	12%	29%	18%	36%
Window 1		3%	11%	29%	17%	40%

	Progress to Annual Typical Growth (Median)				
EL Reclassification Rate	0% 2020-21 CA Dashboard				>15% 2023-24 CA Dashboard
Access to Standards Aligned Instructional Materials	100% 2020-21 Textbook Inventory				100% 2023-24 Textbook Inventory

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Curriculum Fidelity	Ensure fidelity to the core content programs to fully implement the high-quality curriculum. Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff.	$100,000.00	N
2	1.2 Culturally Responsive Strategies	Use culturally responsive strategies to scaffold student learning and differentiate instruction for instruction, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.	$34,000.00	Y
3	1.3 Data Informed Instruction	Use data to inform instruction, increase Achievement Guide/staff /administration capacity to access, disaggregate, analyze; establish routine/systems/protocols; train educational staff and administration to	$10,000.00	N

		access data and develop data literacy focusing on iReady, SBAC, and other local assessments and utilize to inform instruction.		
4	1.4 Administer iReady	Administer and report local assessments including iReady aligned to the assessment schedule.	$0	N
5	1.5 Adjust Master Schedule	Adjust master schedules to allow for additional time for intervention, Achievement Guide collaboration, and focus on base program.	$0	N
6	1.6 Professional Learning Communities	Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and Hispanic students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.	$0	Y
7	1.7 Curriculum PD	Ensure a trainer/consultant provides professional development to Achievement Guides and administrators on Core Curriculum.	$0	N
8	1.8 Differentiation PD	Ensure a trainer/consultant provides coaching on culturally responsive pedagogy, UDL, balanced literacy, scaffolding, and differentiation for Achievement Guides, staff, and administrators to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	$0	Y
9	1.9 Data Presentation	Prepare and present data to stakeholders: quarterly to Kepler Board and SSC.	$0	N
10	1.10 Procedures and Protocols	GAVPAA STEM administration will immediately: create protocols/tools/checklists to ensure staff understand what is expected of them; create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who); determine our evaluation cycles- who, when how often, and the format for evaluating educational staff; review and update the Garvey/Allen schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).	$0	N
11	1.11 Staffing	GAVPAA STEM currently staffs: Executive Director Site Administrator Achievement Guides (Teachers) Chief External Relations Officer	$1,156,046	N

		Paraprofessional Operations Staff		
12	1.12 Intervention Teachers	Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score, meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$146,692.00	Y
13	1.13 Paraprofessionals	Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$40,887.00	Y
14	1.14 Achieve 2:15	Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score, meet or exceed on formative, summative, and State assessments. Priority for after school tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$39,009.69	Y
15	1.15 Intervention Instructional Materials	Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments (iReady).	$30,000.00	Y
16	1.16 English Language Development	All ELs will receive daily ELD by level provided by an appropriately credentialed Achievement Guide following the ELA/ELD Framework.	$0	N

| 17 | 1.17 Achieve3000 | Purchase supplemental non-fiction curriculum (Achieve3000) to address issues of Diversity, Equity, and Inclusion for ELA and History. | $11,000 | Y |

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal 2

Goal #	Description
2	GAVPAA STEM will support the social emotional well-being of all students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between Achievement Guides and students utilizing Ron Clark and restorative justice practices.

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the Achievement Guides and staff indicated the need to prioritize the social emotional well-being of the students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	91% 2020-21 P-2 Attendance				>95% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	93.31% 2021-22 CA Dashboard				<10% 2023-24 CA Dashboard
Middle School Dropout Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Suspension Rate	1% 2019-20 CA Dashboard				<1% 2023-24 CA Dashboard
Expulsion Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Facilities in Good Repair	Good 2020-21 FITT Report				Good 2023-24 FITT Report
Broad Course of Study	100% of students have access to broad course of study 2020-21 Master Schedule				100% of students have access to broad course of study 2023-24 Master Schedule

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Clean, Safe Facility	Ensure the facility is conducive to student learning and clean and in good repair as measured by the FITT report.	$416,000.00	N
2	2.2 Student Health	Ensure that universal precautions by all staff to ensure the health of students	$0	N
3	2.3 SEL Curriculum	Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	$122,456.29	N
4	2.4 Campus Supervision	Provide supervision by school staff to provide a safe, healthy environment for students to support the social emotional well-being of students to improve social emotional skills and mental health. Priority for before and after school care will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	See Action 1.14	Y
5	2.5 Positive School Climate	Support school climate and culture through House and School competitions.	$0	N
6	2.6 Positive Daily Attendance	Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$0	N
7	2.7 Attendance Policy	Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and interventions.	$0	N
8	2.8 Chronic Absenteeism	Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.	$0	N
9	2.9 Ron Clark Strategies	A positive and rewarding school environment with morning greetings, Advisory, House culture, and Ron Clark strategies.	$0	N
10	2.10 Implement Alternatives to Suspension	Implement restorative justice practices, trauma-informed instruction, positive classroom management practices, and alternatives to suspension for all students especially Foster Youth, Homeless Youth, English Learners, and SED students.	$0	Y
11	2.11 School Counselor	Hire an Achievement Manager (school counselor) to provide counseling, social skills groups, student, and family support, especially	See Action 2.3	Y

		those who are also Foster Youth, Homeless Youth, and/or English Learners.		
12	2.12 School Supplies	Provide individual school supplies to students to use at home to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$13,577.79	Y
13	2.13 Conservatory Teachers	Provide conservatory Achievement Guides to expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase student achievement, attendance, connectedness, and self-esteem.	$360,035.00	N
14	2.14 Trauma Informed Instruction	Provide professional development on STAT, mindfulness to support Achievement Guides and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	$5,000.00	Y
15	2.15 Resources for Social Emotional Well-Being	Provide resources to students, parents, Achievement Guides, and staff on stress management, Ron Clark strategies, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	$1,000.00	Y
16	2.16 Restorative Justice	Increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, Achievement Guides, and families, and building an active culture inclusive of all students. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	$0	Y
17	2.17 Advisory Courses	Provide Advisory course to provide for strong relationship building, school connectedness, attendance, and engagement. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	$0	Y

| 18 | 2.18 Student Acknowledgement | Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development. | $0 | | N |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal 3

Goal #	Description
Goal #3	GAVPAA STEM's students, parents/guardians, Achievement Guides, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated that there were additional opportunities for communication and collaboration with parents/guardians, Achievement Guides, staff, and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teachers	100% of Achievement Guides will be credentialed and appropriately assigned 2020-21 Credential Review				100% of Achievement Guides will be credentialed and appropriately assigned 2023-24 Credential Review
Student/Teacher/Parent Sense of School Safety and Connectedness	80% of students/Achievement Guides/parents sense of school safety and connectedness 2020-21 Climate Survey				90% of students/Achievement Guides/parents sense of school safety and connectedness 2023-24 Climate Survey
Satisfaction Survey	83.3% of parents are satisfied with the (in-person) educational program at GAVPAA STEM 2020-21 Climate Survey				90% of parents are satisfied with the educational program at GAVPAA STEM 2023-24 Climate Survey
Climate Survey	83% of students feel safe at school 2020-21 Climate Survey				90% of students feel safe at school 2023-24 Climate Survey
Work Survey	85% of Achievement Guides and staff feel content, supported, and included at work 2020-21				80% of Achievement Guides and staff feel content, supported, and included at work 2023-24

	Climate Survey				Climate Survey
Parent Workshops	4 Parent Workshops 2020-21 Agenda/Sign-in Sheets				8 Parent Workshops 2023-24 Agenda/Sign-in Sheets
School Site Council	GAVPAA STEM will host 4 SSC meetings per year 2020-21 Agenda/Sign-in Sheets				GAVPAA STEM will host 6 SSC meetings per year 2023-24 Agenda/Sign-in Sheets
Professional Learning Communities	2021 Baseline of Agendas, Reflections, and Sign-in Sheets 2020-21 Agenda/Sign-in Sheets				80% of Achievement Guides will value the PLCs as evidenced by reflections 2023-24 Agenda/Sign-in Sheets

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Parent Education	Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support student distance learning which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$0	N
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, Achievement Guides, and staff.	$13,012.00	N
3	3.3 Remind Application	Provide consistent communication to students, families, Achievement Guides, and staff through the Class Dojo Application and Infinite Campus.	$0	N
4	3.4 DEI Task Force	Develop a task force on Diversity, Equity, and Inclusion.	$0	N

5	3.5 Annual Survey	Administer Achievement Guides, staff, students, and parent/guardian surveys to determine school safety, school connectedness, and satisfaction rates.	$0	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
$231,667.00	$24.92%

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.

In the development of each action provided to GAVPAA STEM schoolwide, the needs of foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students were considered first as each action was analyzed to determine if the focus was specifically for these students or if these students should be prioritized to receive the services prior to all other students receiving the services. The LCFF regulations dictate that GAVPAA STEM provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be $161,387.00 which is proportionate 24.95% to increase or improve services.

Additional information about the services is included in the Goal sections.

The contributing action titles are:

1.2 Culturally Responsive Strategies

1.6 Professional Learning Communities

1.8 Differentiation PD

1.12 Intervention Teachers

1.13 Paraprofessionals

1.14 Achieve 45

1.15 Intervention Instructional Materials

1.17 Achieve3000

2.4 Campus Supervision

2.10 Implement Alternatives to Suspension

2.11 School Counselor

2.12 School Supplies

2.14 Trauma Informed Instruction

2.15 Resources for Social Emotional Well-Being

2.16 Restorative Justice

2.17 Advisory Courses

Using the calculation tool provided by the state, GAVPAA STEM has calculated that it will receive $268,703.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 24.95%. GAVPAA STEM has demonstrated that it has met the 24.95% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students.

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

Minimum Proportionality Percentage (MPP) will be 24.95%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students by providing additional support and training for Achievement Guides specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for GAVPAA STEM to increase its support systems. This percentage serves as the benchmark with which GAVPAA STEM will measure this plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, GAVPAA STEM believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

Instructions

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:

  o 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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o 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: Achievement Guides, 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 Achievement Guides, 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.