

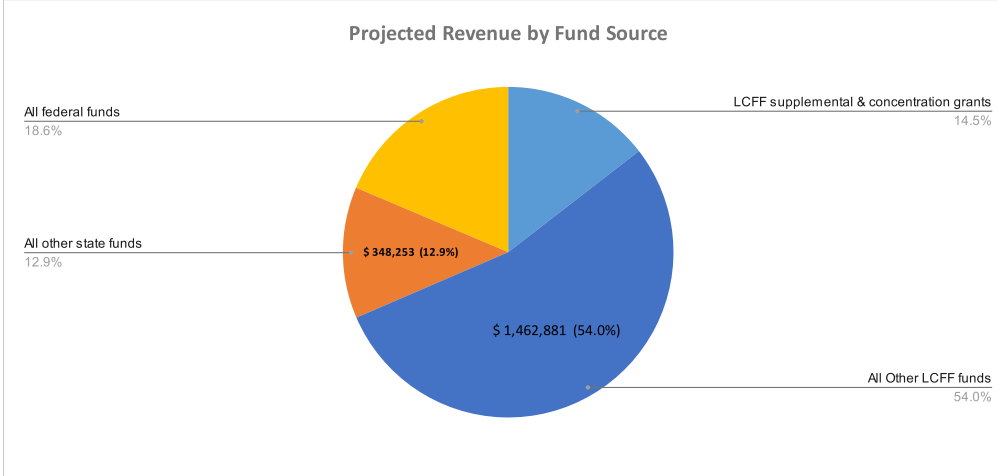
LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Garvey Allen Visual & Performing Arts for STEM
CDS Code: 33 10330 0139428
School Year: 2022 – 23
LEA contact information: Tiffany Gilmore

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).

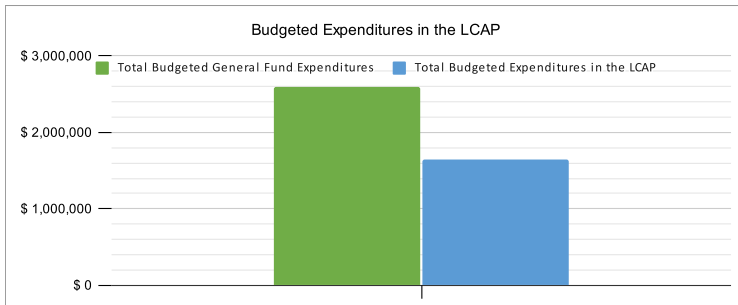
Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Garvey Allen Visual & Performing Arts for STEM expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Garvey Allen Visual & Performing Arts for STEM is \$2,709,078.00, of which \$1,856,323.00 is Local Control Funding Formula (LCFF), \$348,253.00 is other state funds, \$0.00 is local funds, and \$504,502.00 is federal funds. Of the \$1,856,323.00 in LCFF Funds, \$393,442.00 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.



This chart provides a quick summary of how much Garvey Allen Visual & Performing Arts for STEM plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Garvey Allen Visual & Performing Arts for STEM plans to spend \$2,596,176.00 for the 2022 – 23 school year. Of that amount, \$1,649,635.00 is tied to actions/services in the LCAP and \$946,541.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

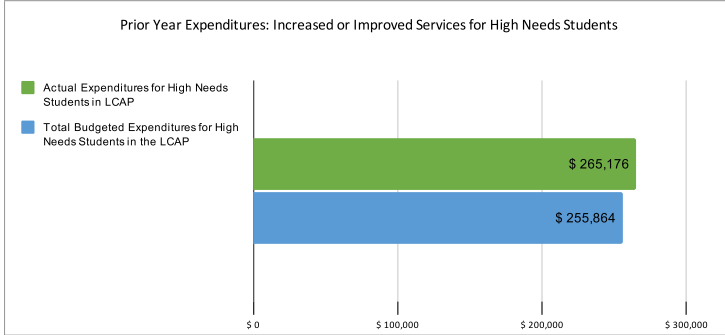
Indirect expense such as office support, oversight, audit, legal, and fiscal partner fees are not included in LCAP. Direct expense related to the National School Lunch Program (NSLP) are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

LCFF Budget Overview for Parents

In 2022 – 23, Garvey Allen Visual & Performing Arts for STEM is projecting it will receive \$393,442.00 based on the enrollment of foster youth, English learner, and low-income students. Garvey Allen Visual & Performing Arts for STEM must describe how it intends to increase or improve services for high needs students in the LCAP. Garvey Allen Visual & Performing Arts for STEM plans to spend \$393,442.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Garvey Allen Visual & Performing Arts for STEM budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Garvey Allen Visual & Performing Arts 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.

The text description of the above chart is as follows: In 2021 – 22, Garvey Allen Visual & Performing Arts for STEM's LCAP budgeted \$255,864.00 for planned actions to increase or improve services for high needs students. Garvey Allen Visual & Performing Arts for STEM actually spent \$265,176.00 for actions to increase or improve services for high needs students in 2021 – 22.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left-hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to

California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):**

This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

- **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Garvey/Allen Visual & Performing Arts Academy for STEM	Mrs. Tiffany Gilmore, Executive Director	tgilmore@garveyallenacademy.com (951)384-2015

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Garvey/Allen Visual and Performing Arts Academy for STEM (Garvey/Allen Academy) received additional funding from California’s 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts which were provided to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students.

In the 2021-22 LCAP, the included funding was the base funding provided by the Local Control Funding Formula (LCFF) and the Supplemental & Concentration (S&C) provided for English Learners, socioeconomically disadvantaged students, and foster youth. Garvey/Allen Academy has received the following additional funds:

- Elementary & Secondary School Emergency Relief (ESSER) I Fund

\$0

- ESSER II Fund

\$128,875

- ESSER III – Garvey/Allen Academy wrote a plan to use ESSER Funds

https://drive.google.com/file/d/1IFX3bStj_YQOVCA8LFQ8eeO27DnoTQKX/view?usp=sharing

\$217,916

- Learning Loss Mitigation Funds (LLMF) General Fund

\$235,519

- LLMF Coronavirus Relief (CR) Fund

\$106,658

- LLMF Governor's Emergency Education Relief (GEER) Fund

\$7,820

--LCFF Concentration Grant Add-On Fund (increased by 15%)

\$157,170

- In-Person Instruction Grant

\$58,879

- Expanded Learning Opportunities Grant

\$80,471

-Educator Effectiveness Grant

\$19,326.00

Garvey/Allen Academy is committed to meaningful engagement from its educational partners. Educational partners, previously defined as stakeholders, are administrators, teachers, staff, members of governing boards or bodies, parents and students, advisory committee members, and community members. The plans to engage Garvey/Allen Academy's educational partners on how to utilize this funding takes into account the allowable uses of the funds. Additionally, Garvey/Allen Academy will discuss these funds and this Supplement with all of the educational partners prior to the end of February 2022 to ensure the educational partners have been involved in the analysis of the mid-year metrics and in the decision-making process for selecting appropriate and effective programs for the Garvey/Allen Academy students. Administrators engaged in the decision-making process of the supplemental funds on 1/18/2022. The administrators will review and discuss the supplemental funds with the teachers and the staff on 2/2/2022. A discussion of the programs will be reviewed and discussed with Middle School students on 2/11/2022. The Parent Advisory Council will meet on 2/16/2022 to review and discuss the supplemental funds. The PAC met in the Fall of 2021 to prioritize the programs that are most effective with the students. Administration also prepared a presentation to parents on the needs of the social-emotional needs of the students and will present it at a Principal and Stakeholders meeting on 2/16/2022. The information from the educational partners will be utilized immediately to all the funds to be used expeditiously in order to support the students who are the most impacted now. Additionally, the information from the educational partners will inform the LCAP development process inclusive of supplemental, one-time funds. Garvey/Allen Academy will post the Supplement on the website from February 1 to February 11 to allow community members and educational partners to provide feedback to the administration via email. All feedback provided by Garvey/Allen Academy's educational partners will be reviewed, discussed, and incorporated into this plan and the 2022-23 LCAP. This Supplement, any updates to the Budget Overview for Parents, updates to the mid-year outcome data from the 2021-22 LCAP,

and an update on mid-year expenditures and implementation data from the 2021-22 LCAP will be presented to the Garvey/Allen Academy Board of Directors on 2/24/2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Garvey/Allen Academy has allotted the additional concentration grant add-on funding to increase staff who provide direct services to students who are socioeconomically disadvantaged (low income), English learners, and/or foster youth. Garvey/Allen Academy garnered a lot of information and feedback from educational partners in the development of the 2021-22 LCAP. One of the most important areas of need identified for the students was their social-emotional well-being. Garvey/Allen Academy has implemented a Social Emotional Curriculum and Program as part of the LCAP Goal 2.18 to add resources and support for students' social-emotional well-being. The SEL Program, taught by Advisory teachers, provides resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social-emotional well-being to better support students who have experienced stress. 73% of students at Garvey/Allen Academy are socioeconomically disadvantaged (low income); therefore, Garvey/Allen Academy is prioritizing low income, African American and English learners, and foster youth, and using the add-on funding to provide SEL Programs for students. The team is providing social skills in a small group focus with grades 5-8, and one-on-one focus with the middle school. The team has worked on specific issues recently like graffiti, tik tok challenges, videos. Also, the students have more staff to address concerns with, and the issues are being addressed more quickly due to more staff to provide direct services and research based resources and programs.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The plans to engage Garvey/Allen Academy's educational partners on the use of one-time federal funds received that are intended to support recovery and the impacts of distance learning on pupils from the COVID-19 pandemic take into account the allowable uses. Garvey/Allen Academy will discuss these funds and this Supplement with all of the educational partners prior to the end of February 2022 to ensure the educational partners have been involved in the analysis of the mid-year metrics and in the decision-making process for selecting appropriate and effective programs for the Garvey/Allen Academy students. Previously, Garvey/Allen Academy met with educational partners in the following ways on the following plans:

- ESSER III - https://drive.google.com/file/d/1IFX3bStj_YQOVCA8LFQ8eeO27DnoTQKX/view?usp=sharing pp. 2-3
- Garvey/Allen Academy School Reopening Plan - <https://drive.google.com/file/d/11vq-MkSkokQIEClGIVdM63BucUDbZ1Y/view> p. 1
- COVID-19 Prevention Program - <https://drive.google.com/file/d/19Q8DNIVcFwWV5hGgKZaZ9Fjr4DpvydrM/view?usp=sharing> pp. 2-3
- Safe Return to In-Person Instruction - <https://drive.google.com/file/d/1s25pCfApn7R7UEwHedCbucmSmDd8HGfl/view?usp=sharing>

-Learning Continuity and Attendance Plan -

<https://drive.google.com/file/d/1IWQHlry8I9XT5KgrNCdUi67uGd9TZ3DV/view?usp=sharing> pp. 2-3

-LCAP 2021-22 - https://drive.google.com/file/d/1_SuOEIAt_VGIT7zLIr7h_STkS4Oqx9Jm/view?usp=sharing pp. 8-9

-Local Indicators, Annual Update 2020-21, Budget Overview for Parents https://drive.google.com/file/d/1gxgYrVDmqNPLIWCwwu-o_dNMZRUErzd/view?usp=sharing

Garvey/Allen Academy will continue to engage the educational partners in meaningful ways as the discussion takes place about the one-time funds that were not included in the LCAP. Administrators engaged in the decision-making process of the supplemental funds on 1/18/2022. The administrators will review and discuss the supplemental funds with the teachers and the staff on 2/2/2022. A discussion of the programs will be reviewed and discussed with Middle School Students on 2/11/2022. The Parent Advisory Council will meet on 2/23/2022 to review and discuss the supplemental funds. The PAC met on 8/25/2021 and 11/17/2021 to prioritize the programs that are most effective with the students. The School Counselors also prepared a presentation to the parents on the needs of the social-emotional needs of the students and will present it at a Coffee Talk on 2/16/2022. The information from the educational partners will be utilized immediately to all the funds to be used expeditiously in order to support the students who are the most impacted now. Additionally, the information from the educational partners will inform the LCAP development process inclusive of supplemental, one-time funds. Garvey/Allen Academy will post the Supplement on the website from 2/1/2022-2/11/2022 to allow community members and educational partners to provide feedback to the administration via email. All feedback provided by Garvey/Allen Academies' educational partners will be reviewed, discussed, and incorporated in this plan and the 2022-23 LCAP. This Supplement, any updates to the Budget Overview for Parents, updates to the mid-year outcome data from the 2021-22 LCAP, and an update on mid-year expenditures and implementation data from the 2021-22 LCAP will be presented to the Garvey/Allen Academy Board of Directors on 2/24/2022.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Garvey/Allen Academy is appreciative of sharing the successes and challenges of implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction (health and safety of students, educators, and other staff)

The implementation of the Safe Return to In-Person Instruction has been better defined as more information is provided about COVID-19. The **key practices and knowledge to reduce the spread of COVID-19** in schools includes:

- Personal protective equipment (PPE), social distancing, and regular hand washing/sanitizing are the most important ways we can prevent transmission.
- Preventing person-to-person transmission, via respiratory droplets, is more important than frequent cleaning and disinfection. COVID-19 mainly spreads from person to person via respiratory droplets.

- Exposure risk is a gradient, rather than an all-or-nothing condition. A rule of thumb is that a person must spend at least 15 minutes within six feet of someone with COVID-19 to be at risk of infection.
- Universal face coverings decrease risk. Being outside is a lower risk than being inside. Other risk factors include whether the infected person was sneezing or coughing, or doing an activity that produced more respiratory droplets (not talking < quiet conversation < loud talking < singing).

Garvey/Allen Academy uses the essential tool of **contact tracing protocols** to follow up with every reported COVID-19 case among our students and staff. Garvey/Allen Academy follows the Riverside County Health Department Guidance for isolation and quarantine in cases of COVID-19 symptoms, positive tests, or close contact. Our trained staff interviews multiple individuals in every positive case to identify any potential close contacts, dates of potential exposure, and locations that need to be deep cleaned. Garvey/Allen Academy notifies the affected individuals, and the custodian to respond as quickly as possible in support of our staff, students, and community. Garvey/Allen Academy complies with SB1159 which requires that all employers report their positive employees, that meet certain criteria, to their worker's compensation carriers.

Triggers for Quarantine, Quarantine Independent Study, or School Closure

According to the current Riverside County Health Department guidelines, all students and staff who have been exposed to COVID-19 must quarantine as per county guidelines. Students will be offered to complete independent study during quarantine to continue education and to remain in positive attendance. Staff coverage is the biggest issue during quarantine as the school must have teachers, lunches, supervision, clean school, administrative support, academic support and special education services. School closure is recommended based on the number of cases, the percentage of the teachers, students, and staff who are positive for COVID-19 and the coverage for health, safety, and instruction of students. Garvey/Allen Academy will consult with Riverside County Health Department and Riverside County Office of Education prior to school closure. The local public health officer may also determine school campus closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Health Screenings

COVID-19 protocol includes how ill students or staff will be separated from others and sent home immediately. The Executive Director will need to identify isolation spaces and a supervision plan for those spaces. Students and staff will have the opportunity to test at the school to determine results. Garvey/Allen Academy also provides weekly testing to all stakeholders.

Vaccinations

The Charter School has compiled a cast resource list for vaccination opportunities for all staff members. There are community-based vaccinations for students whose parents wish students to be vaccinated.

Implementation of the Safe Return to In-Person Instruction

Successes:

The successes that Garvey/Allen Academy has experienced with the implementation of the Safe Return to In-Person Instruction have included in-person instruction which is the most effective, limited positive exposure to students and staff, and well-defined protocols that are familiar to all students, staff, and families.

Challenges:

The challenges that Garvey/Allen Academy has experienced with the implementation of the Safe Return to In-Person Instruction have included a shortage of staff, students who do not complete Independent Study during periods of quarantine, and supporting the social-emotional health, and well-being of our students. The last two years have been traumatic for our students, families, staff, and teachers. Garvey/Allen Academy has had to patiently re-establish rules and routines in order to ensure that our students will be successful.

Implementation of the ESSER III Continuity of Services Plan

Successes:

The successes that Garvey/Allen Academy has experienced with the implementation of the ESSER III Continuity of Service Plan has been similar to the implementation of in-person instruction. Garvey/Allen Academy has focused on continuing instruction and services to students which has included additional staffing, increasing substitute pay, and efforts to improve attendance. Garvey/Allen Academy will continue to temporarily expand its staffing in health assistance, school aides, and custodians as a strategy to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines by buying additional supplies. Garvey/Allen Academy is investing in a ventilation system to prevent the COVID-19 spread. Garvey/Allen Academy will also be investing into technological infrastructure to include increased Wi-Fi speeds and laptops for staff.

Challenges:

The challenges that Garvey/Allen Academy has experienced with the implementation of the ESSER III Continuity of Service Plan has been similar to the implementation of in-person instruction especially related to staff shortages. Garvey/Allen Academy, like every other employer, has had a difficult time recruiting, hiring, and retaining staff in positions, especially in health and custodial areas. The additional challenge in ordering products like ventilation systems and technological infrastructure includes supply chain shortages, increased costs due to higher demand, and back-ordered products.

Implementation of the ESSER III Expenditure Plan

Successes:

The successes that Garvey/Allen Academy has experienced with the implementation of the ESSER III Expenditure Plan has been the ability to provide targeted social emotional supports to our students by adding to the Social Emotional Program in Advisory, provide targeted supports for struggling students by providing additional instructional aides, integrated supports, and provide additional curricular resources to support teachers and students.

Challenges:

The challenges that Garvey/Allen Academy has experienced with the implementation of the ESSER III Expenditure Plan have included a variety of Human Resources issues to include finding staff, especially middle school teachers, nurses, and substitute teachers. Absenteeism of staff and of students is an issue impacting attendance, ADA, and funding. As previously mentioned, students who do not complete Independent Study during periods of quarantine or parents who do not sign a Master Agreement. The increased costs associated with COVID-19 include testing, having a safe place to isolate COVID-19 positive students, purchasing cups for water since drinking fountains have been deemed unsafe, and the cost of covering staff. It should also be noted that our teachers and staff have experienced stress and trauma, and it seems there is much more asked of teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Garvey/Allen Academy has definitely needed the fiscal resources provided for the 2021-22 school year due to low enrollment, low staff and student attendance, deferrals, and additional costs associated with COVID-19. The students need a lot of resources to mitigate the learning loss and the social emotional impact of COVID-19, school closures, and increased stress, and it should be noted that the students will not be back at grade level by the end of the 2021-22 school year.

Garvey/Allen Academy’s use of the fiscal resources have been aligned to the 2021-22 LCAP. The actions in the Safe Return to In-Person Instruction aligned to LCAP by ensuring that the students attended school with personal protective equipment in a clean and safe facility. The alignment is as follows: LCAP 2.1 Clean, Safe Facility, LCAP 2.2 Student Health, LCAP 2.3 SEL Curriculum, LCAP 2.6 Positive Daily Attendance, LCAP 2.7 Attendance Policy, and LCAP 2.8 Chronic Absenteeism. The actions in the ESSER III Continuity of Service Plan builds on the work in the Safe Return to In-Person Instruction, but it continues to align with the LCAP by increasing staffing, installing a HVAC ventilation system, and increasing technological infrastructures. The alignment is as follows: LCAP 1.23 Staffing, LCAP 2.1 Clean, Safe Facility, LCAP 2.2 Student Health, LCAP 2.12 School Supplies, and LCAP 3.2 Technology and Technological Support. The actions in the ESSER III Expenditure Plan aligned to the LCAP by ensuring that students received social emotional supports, intervention, additional staff for intervention (paraprofessionals), and additional curricular resources. The alignment is as follows: LCAP 1.11 Staffing, LCAP 1.12 Intervention Teachers, LCAP 1.13 Paraprofessionals, LCAP 1.14 Achieve 2:15 Afterschool Program, LCAP 1.15 Interventional Instructional Materials, LCAP 2.3 SEL Curriculum, LCAP 2.14 Trauma Informed Instruction, LCAP 2.15 Resources for Social Emotional Well-Being, and LCAP 3.1 Parent Education.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 educational partners.

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 to 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 teacher 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 2021 California School Dashboard, GAVPAA STEM’s enrollment of 113 students was broken down by student group as follows: 63.9% socioeconomically disadvantaged (“SED”) students, 4.1% English Learners (“ELs”), 50% Reclassified Fluent English Proficient (“RFEP”) students, 17.2% students with disabilities (“SWD”), 1.6% foster youth (“FY”), 2.1% homeless students. As of the 2020-21 school year, enrollment by race and ethnicity at GAVPAA STEM was 72.1% Black or African American, 22.1% Latinx, 4.1% two or more races, 0.8% white, and 0.8% Pacific Islander.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The numerically significant subgroups that the Charter School serves are Black or African American students, SED students, and Latinx students. Moving forward, SWD will be a numerically significant subgroup. 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

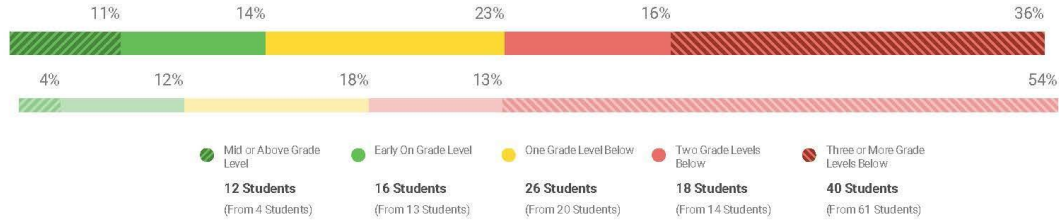
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Dashboard has suspended progress on academics for 2020 and 2021 school year. GAVPAA STEM is pleased to present current benchmark data through our iReady Program to highlight the successes.

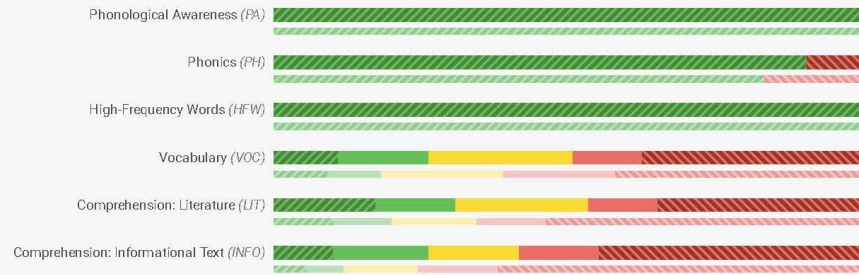
iReady 2021-22 Reading Diagnostic Growth by Domain and by Grade

Overall Placement

Students Assessed/Total: 112/136



Placement by Domain



Switch Table View











Show Results By

Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5	Most Recent	9%	27%	27%	36%	0%	11/14
	Fall (Beginning of Year - November 15)	0%	27%	27%	36%	9%	

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Most Recent		21%	11%	21%	21%	26%	19/24
	Fall (Beginning of Year - November 15)		0%	11%	26%	11%	53%	
Grade 7	Most Recent		10%	10%	24%	12%	45%	42/57
	Fall (Beginning of Year - November 15)		5%	14%	19%	7%	55%	
Grade 8	Most Recent		8%	18%	23%	13%	40%	40/41
	Fall (Beginning of Year - November 15)		5%	5%	10%	13%	68%	

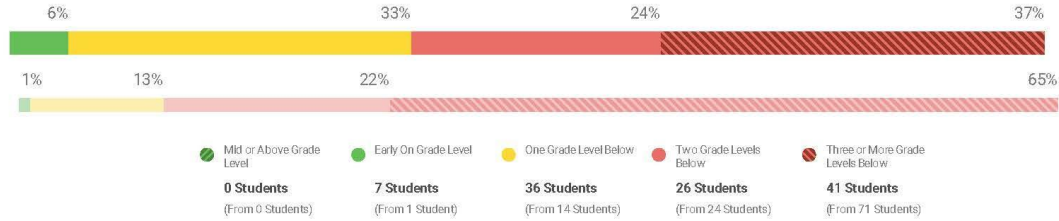
The 2021-22 iReady Reading Diagnostic assessment results in reading demonstrates that students at GAVPAA STEM have made significant growth in reading overall and by grade level. Overall, there were 54% of the students who were three or more grade levels below in reading which decreased to 36% or an improvement from 61 students to 40 students. There were 13% of the students who were two or more below grade levels which increased from 13% to 16% or 14 students to 18 students which demonstrates students moving up from three years below grade level up to two years below grade level. There were 18% of the students who were one grade level or more below who increased to 23% of students who were one year below grade level from 20 students to 26 students. There were 12% of the students who are early on grade level which increased to 14% of students who are early on grade level from 13 students to 16 students. There were 4% of students who were mid or above grade level which increased to 11% at mid or above grade level from 4 students to 12 students.

There is definitely strength in the domains of phonological awareness, phonics, high frequency words. There was growth over the year in vocabulary, greater growth in literature comprehension, and greatest growth in informational text comprehension. In grade 5, there was an increase from 27% to 36% at early, mid, or above grade level. In grade 6, there was an increase from 11% to 32% at early, mid, or above grade level. In grade 7, there was an increase from 19% to 20% at early, mid, or above grade level. In grade 8, there was an increase from 10% to 26% at early, mid, or above grade level. This demonstrates an average of 25% of all students at early, mid, or above grade level as opposed to only 16% at the beginning of the year.

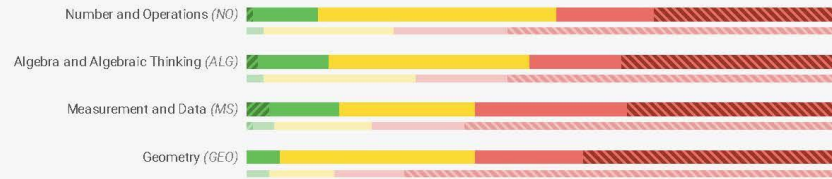
iReady 2021-22 Math Diagnostic Growth by Domain and by Grade

Overall Placement

Students Assessed/Total: 110/136



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5	Most Recent	0%	0%	50%	40%	10%	10/14
	Fall (Beginning of Year - November 15)	0%	0%	20%	40%	40%	
Grade 6	Most Recent	0%	6%	56%	17%	22%	18/24
	Fall (Beginning of Year - November 15)	0%	0%	17%	33%	50%	

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 7	Most Recent		0%	10%	29%	29%	33%	42/57
	Fall (Beginning of Year - November 15)		0%	2%	7%	24%	67%	
Grade 8	Most Recent		0%	5%	23%	18%	55%	40/41
	Fall (Beginning of Year - November 15)		0%	0%	15%	10%	75%	

The 2021-22 iReady Math Diagnostic assessment results in math demonstrates that students at GAVPAA STEM have made significant growth in reading overall and by grade level. Overall, there were 69% of the students who were three or more grade levels below in math which decreased to 37% or an improvement from 71 students to 41 students. There were 22% of the students who were two or more below grade levels which increased to 24% or 24 students to 26 students which demonstrates students moving up from three years below grade level up to two years below grade level. There were 13% of the students who were one grade level or more below who increased to 33% of students who were one year below grade level from 14 students to 36 students. There was 1% of the students who are early on grade level which increased to 6% of students who are early on grade level from 1 student to 7 students.

There was significant growth over the year in number and operations, algebra and algebraic thinking, measurement and data, and geometry. In grade 5, there were no students at early, mid, or above grade level in math, but there was an increase from 20% to 50% of students who were only one year below grade level. In grade 6, there was an increase from 0% to 6% at early, mid, or above grade level. In grade 7, there was an increase from 2% to 10% at early, mid, or above grade level. In grade 8, there was an increase from 0% to 5% at early, mid, or above grade level. The most significant growth is demonstrated in the increase of students who were one year below grade level in all grade levels. There was an average of 40% of all students one year below grade level as opposed to only 15% at the beginning of the year.

The areas for growth will be discussed in the Reflections Section below.

GAVPAA STEM is building on these successes by administering iReady assessments in every grade level in the core subject areas, providing daily interventions to low achieving students, hosting parent meetings, maintaining consistent and supportive communication with families, and engaging students in the school community through participation in conservatories.

Reflections: Identified Need

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

The Dashboard has suspended progress on academics for the 2021 school year based on the passage of AB 130 and SB 98. GAVPAA STEM has analyzed current data to highlight the areas of opportunity. GAVPAA STEM has identified areas that need significant improvement based on a review of Dashboard and local benchmark data from iReady in Reading and Math. GAVPAA STEM is committed to a broad goal to improve the academic achievement of all students but to also focus specifically to improve the academic achievement of students performing below grade level. GAVPAA STEM has identified areas that need significant improvement based on a review of iReady. GAVPAA STEM is committed to continuing a focus 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. GAVPAA STEM will focus specifically on increasing ELA performance for students who are one or more years below grade level.

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. GAVPAA STEM will focus specifically on increasing math performance for students who are one or more years below grade level.

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 2021-22, 0% of GAVPAA STEM students were suspended compared to 3.5% of students statewide.

Increase Average Daily Attendance (ADA) rate to 95% or higher. In 2020-21, GAVPAA STEM had an average daily attendance rate of 91%. In 2021-22, GAVPAA STEM had an average daily attendance rate of 87.45%.

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 2023. GAVPAA STEM will improve the number/percent of all students at or above grade level by 10% from Spring 2022 to Spring 2023; 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 state data and well as 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 administrators 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. 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 School Site 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, socioeconomically disadvantaged students, and students with disabilities. 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 2022-24 was developed with input from key educational partners including parents/guardians, staff, Achievement Guides, administrators, and community members. The educational partners agreed that GAVPAA STEM will continue the three goals in order to address the specific areas where growth is needed. 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

EC Section 64001(j) allows a charter school or single school district to use their LCAP and the educational partner groups in EC Section 52062 to meet federal school planning and educational partner requirements to include developing a school plan requirements for schools operating a SWP include addressing Title I, Part A Professional Development activities.

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 purpose is also to meet the plan requirements for additional funding from California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts which were provided to support students, Achievement Guides, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students.

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

The Public Comment Period was 5/23/2022-5/28/2022

Posted the LCAP on the website with a link to engage in collecting a feedback email. 5/23/2022

Administrator engaged and collected feedback from the School Site Council.5/16/2022

Administrator responded to feedback emails in writing. 5/23/2022-5/28/2022

Engaged in collecting feedback on the goals and actions with middle school students. 5/23/2022

Engaged in collecting feedback on the goals and actions with Achievement Guides and staff during staff meeting. 5/17/2022

Collaborated with the EDCOE Charter SELPA to improve the quality of the LCAP. 5/23/2022-6/8/2022

Emailed the LCAP, Annual Update, and BOP to all educational partners with a link to a feedback email. 6/3/2022

Reviewed the goals and actions with the Board at Board meetings. 5/26/2022

GAVPAA STEM does not have any collective bargaining units.

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

Following the meetings with educational partners, 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 at the Board meeting was held on: 5/26/2022

The Local Indicators were reviewed by the Board, and the Budget Overview for Parents, Annual Update, LEA Budget, and LCAP were approved by the Board on: 6/23/2022

A summary of the feedback provided by specific educational partners.

Local Climate Survey Summary

Parents/Guardians

Goal 1

My child's school provides a quality education that focuses on the academic success of each child. 90% Strongly Agree/Agree

My child's school offers supports that help my child to be academically successful. 88% Strongly Agree/Agree

My child's school provides a variety of activities for my child. 100% Strongly Agree/Agree

My child's school promotes academic success for all students. 100% Strongly Agree/Agree

My child's school offers effective supports for English Learners. Of parents of English Learners: 100% Strongly Agree/Agree

My child's school offers activities that prepare my child for college (Ex. college readiness activities, STEM). 90% Strongly Agree/Agree

My child's school offers activities that prepare my child for careers (Ex. Career Awareness Activities, Project-based learning). 88% Strongly Agree/Agree

My child's school offers interventions for my child when they are struggling (Ex. Office Hours/Tutoring, etc. 88% Strongly Agree/Agree

Goal 2

My child's school focuses on improving student attendance. 100% Strongly Agree/Agree

My child feels safe and connected to his/her school. 80% Strongly Agree/Agree

My child's treats all students with respect. 90% Strongly Agree/Agree

My child's school maintains school rules equally for my child and all students. 80% Strongly Agree/Agree

My child's school is a safe place. 90% Strongly Agree/Agree

My child's school offers social emotional supports for my child. 90% Strongly Agree/Agree

Goal 3

My child's school seeks parent input. 100% Strongly Agree/Agree
I feel welcome to participate in activities at my child's school. 100% Strongly Agree/Agree
My child's school keeps me informed about school activities. 100% Strongly Agree/Agree
My child's school offers helpful parent education workshops and opportunities. 72% Strongly Agree/Agree
I rely on phone calls and texts for information about my child's school. 100% Strongly Agree/Agree
I rely on emails for information about my child's school. 90% Strongly Agree/Agree
I rely on the school website for information about my child's school. 80% Strongly Agree/Agree

Achievement Guides/Staff

What do you like about working at GAVPAA STEM are:

Colleagues 80%

Job Satisfaction 80%

Students 80%

I feel there is adequate information about school events and activities. 80%

Our school employs highly qualified teachers. 100%

Our school ensures sufficient access to standards-aligned instructional materials, including technology. 100%

Our school has implemented State Standards in all content areas for all students including ELs and SWDs. 100%

Our school provides student access to a broad curriculum. 80%

Students at our school are achieving at high levels. 60%

Parents are involved and are partners in their children's education. 100%

Our school focuses on high attendance rate for students. 80%

Our school implements schoolwide PBIS. 75%

Our school addresses serious behavior problems appropriately. 50%

I regularly use student achievement data to make decisions about teaching. 100%

Which goal is your highest priority?

- 1 Positive School Climate
- 2 High Student Achievement
- 3 Academic Program – State Standards

Achievers (students)

My favorite things about GAVPAA STEM are:

- Friends 82.7%
- Lunch/Breakfast/Gwen's Grotto 59.2%
- Activities 51%
- Conservatories 46.9%
- Achievement Guides (teachers) 45.9%

GAVPAA STEM should improve:

- Sports/Activities 85.7%
- Small Class Size 43.9%
- House System 35.7%

- My teachers expect me to do my best. 82.7%
- My teachers care about me. 65.3%
- I can talk to my teachers when I have a problem. 53.1%
- My teachers answer my questions and gives me extra help. 53.1%
- My teachers assignments teach me new things. 53.1%
- My principal cares about my academic success. 73.5%
- My principal cares about my safety. 72.4%

My principal walks around the campus and visits my classes. 70.4%

My CEO cares about my safety. 87.8%

My CEO cares about my academic success. 83.7%

My CEO helps solve problems at school. 79.6%

I feel safe at school. 83.7%

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the feedback received from the educational partners, the goals and actions were maintained to address academic achievement through collaborative, meaningful professional development, full-time, in-person instruction, continued focus on 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 develop the goals and actions that are the most important for the students as seen by the educational partners.

Goals and Actions

Goal 1

Goal #	Description
1	GAVPAA STEM will improve the Distance from Standard (“DFS”) for all students and significant subgroups as measured by a 40 point growth as measured by the SBAC and reported on CA School Dashboard by June 2023. GAVPAA STEM will increase the number/percent for all students in reading and math at or above grade level by 10% as measured by iReady from Fall 2022 to Fall 2023.

An explanation of why the LEA has developed this goal.

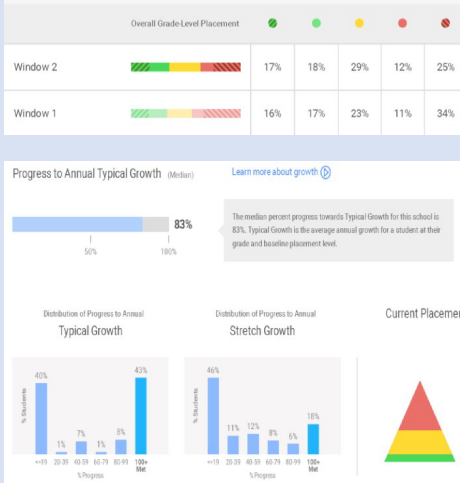

Based on state and local assessment data, educational partner consultation, and examination of data, GAVPAA STEM developed Goal 1 as a targeted goal to increase student achievement in ELA and Math on the SBAC, implementing an infrastructure for ongoing analysis of formative and summative assessment data 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.

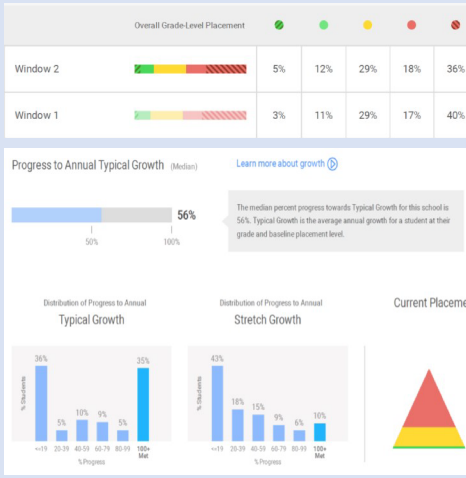
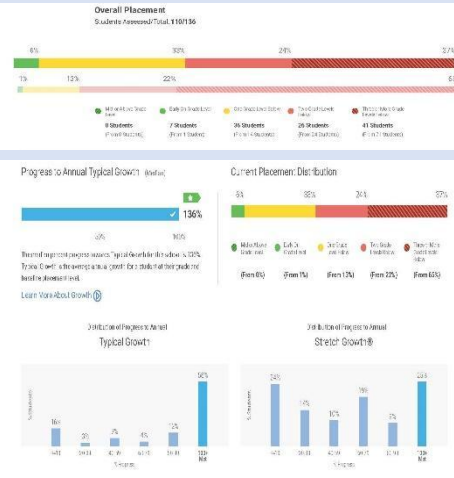
Measuring and Reporting Results

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 SBAC Assessment Results <table border="1" data-bbox="289 516 558 841"> <tr> <td>2022</td> <td>DFS</td> </tr> <tr> <td>Overall</td> <td>TBD</td> </tr> <tr> <td>Black</td> <td>TBD</td> </tr> <tr> <td>Latinx</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>TBD</td> </tr> <tr> <td>SWD</td> <td>TBD</td> </tr> </table>	2022	DFS	Overall	TBD	Black	TBD	Latinx	TBD	SED	TBD	SWD	TBD	SBAC ELA OUTCOMES 2022 SBAC Assessment Results SBAC Assessment Results are currently not available at the time of the writing. *Significant subgroups will not be reportable if they do not meet the public reporting threshold.			SBAC ELA OUTCOMES 2024 SBAC Assessment Results <table border="1" data-bbox="1587 516 1856 841"> <tr> <td>2024</td> <td>DFS</td> </tr> <tr> <td>Overall</td> <td>TBD</td> </tr> <tr> <td>Black</td> <td>TBD</td> </tr> <tr> <td>Latinx</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>TBD</td> </tr> <tr> <td>SWD</td> <td>TBD</td> </tr> </table> *Significant subgroups will not be reportable if they do not meet the public reporting threshold.	2024	DFS	Overall	TBD	Black	TBD	Latinx	TBD	SED	TBD	SWD	TBD
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CAST	CAST SCIENCE OUTCOMES 2022 will set baseline <table border="1" data-bbox="289 391 510 553"> <tr> <td>2022</td> <td>DFS</td> </tr> <tr> <td>5th</td> <td>TBD</td> </tr> <tr> <td>8th</td> <td>TBD</td> </tr> </table>	2022	DFS	5 th	TBD	8 th	TBD	CAST SCIENCE OUTCOMES 2022 CAST Assessment Results CAST Assessment Results are currently not available at the time of the writing. *Significant subgroups will not be reportable if they do not meet the public reporting threshold.			CAST SCIENCE OUTCOMES 2024 CAST Assessment Results <table border="1" data-bbox="1581 444 1801 607"> <tr> <td>2024</td> <td>DFS</td> </tr> <tr> <td>5th</td> <td>TBD</td> </tr> <tr> <td>8th</td> <td>TBD</td> </tr> </table> *Significant subgroups will not be reportable if they do not meet the public reporting threshold.	2024	DFS	5 th	TBD	8 th	TBD
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																								
iReady ELA Assessment Results	<p>iReady ELA Outcomes Spring 2021</p>  <p>Overall Grade Level Placement: ● ● ● ● ●</p> <table border="1" data-bbox="294 438 735 527"> <tr> <td>Window 2</td> <td></td> <td>17%</td> <td>18%</td> <td>29%</td> <td>12%</td> <td>25%</td> </tr> <tr> <td>Window 1</td> <td></td> <td>16%</td> <td>17%</td> <td>23%</td> <td>11%</td> <td>34%</td> </tr> </table> <p>Progress to Annual Typical Growth (Median): 83%</p> <p>The median percent progress towards Typical Growth for this school is 83%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.</p> <p>Distribution of Progress to Annual Typical Growth:</p> <ul style="list-style-type: none"> Typical Growth: 40% (100+), 1% (80-99), 7% (60-79), 1% (40-59), 1% (20-39), 48% (<10) Stretch Growth: 46% (100+), 11% (80-99), 12% (60-79), 3% (40-59), 5% (20-39), 18% (<10) <p>Current Placement Distribution: </p>	Window 2		17%	18%	29%	12%	25%	Window 1		16%	17%	23%	11%	34%	<p>iReady ELA Outcomes Spring 2022</p>  <p>Overall Placement: Student Assessment Total: 11/21/22</p> <table border="1" data-bbox="787 438 1218 527"> <tr> <td>11%</td> <td>14%</td> <td>22%</td> <td>16%</td> <td>34%</td> </tr> <tr> <td>4%</td> <td>12%</td> <td>18%</td> <td>15%</td> <td>34%</td> </tr> </table> <p>Progress to Annual Typical Growth (Actual): 117%</p> <p>Current Placement Distribution: </p> <p>Distribution of Progress to Annual Typical Growth:</p> <ul style="list-style-type: none"> Typical Growth: 25% (100+), 8% (80-99), 7% (60-79), 2% (40-59), 2% (20-39), 56% (<10) Stretch Growth: 29% (100+), 17% (80-99), 5% (60-79), 1% (40-59), 1% (20-39), 46% (<10) 	11%	14%	22%	16%	34%	4%	12%	18%	15%	34%			<p>iReady ELA Outcomes Spring 2024</p> <p>40% On or Above Grade Level 83% Maintain Typical Growth 50% Typical Growth 25% Stretch Growth</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Math Assessment Results	<p>iReady Math Outcomes Spring 2021</p> 	<p>iReady Math Outcomes Spring 2022</p> 			<p>iReady Math Outcomes Spring 2024</p> <p>32% On or Above Grade Level 70% Typical Growth 45% Typical Growth 20% Stretch Growth</p>
EL Reclassification Rate	<p>Fewer than 11 students 2020-21 CA Dashboard</p>	<p>2022 Summative ELPAC Data not available due to a very small number of students taking the test.</p>			<p>>15% 2023-24 CA Dashboard</p>
EL Progress toward English Proficiency	<p>Fewer than 11 students ELPAC</p>	<p>Data not available due to a very small number of students taking the test.</p>			<p>= State ELPAC</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	100% 2020-21 Textbook Inventory	100% 2021-22 Textbook Inventory			100% 2023-24 Textbook Inventory
Implementation of State Standards	60% Fidelity	80% Fidelity as evidenced by teacher lesson observation			100% Fidelity Implementation of State standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Ensure Fidelity to Core Curriculum	Ensure fidelity to the core curriculum to fully implement the high-quality curriculum which will include trainer/consultant providing professional development to Achievement Guides and administrators, ensuring Achievement Guides utilize the curriculum, work on how to plan lessons, integrate data to inform instruction, and provide timely feedback to Achievement Guides. Purchase replacement, consumables, and attrition core curriculum materials for all students. Ensure ELA, Math, Science and Social Science for 5-8.	\$45,000	N
2	1.2 Professional Learning Communities	According to the metrics section above, low income students, English learners, and Foster Youth have the most opportunity for academic growth as measured by statewide assessment data in ELA and math (CAASPP). The feedback from educational partners revealed that the Achievement Guides appreciate the time to collaborate with their colleagues and engage in deep data dives. The Achievement Guides need facilitated weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine culturally responsive strategies that will be utilized to address	\$34,000	Y

Action #	Title	Description	Total Funds	Contributing
		the needs of the identified students. The Achievement Guides will be guided through this process with trainers/consultants. We expect that the CAASPP ELA and Math scores of Low-Income students, English Learners, and Foster Youth will increase as the action is designed to meet the needs most associated with the experiences of the identified students. Moreover, because we expect that all students struggling with literacy will benefit, the action will be provided on a schoolwide basis.		
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 access data and develop data literacy focusing on iReady, SBAC, and other local assessments and utilize to inform instruction.	\$10,000	N
4	1.4 Administrator Professional Development and Coaching	According to the metrics section above, low income students, English learners, and Foster Youth have the most opportunity for academic growth as measured by statewide assessment data in ELA and math (CAASPP). The feedback from educational partners revealed that the administrator needs meaningful professional development which will include opportunities for trainings, workshops, and conferences. Focus on data analysis, supporting Achievement Guides and staff through implementation of curriculum, using culturally responsive strategies to scaffold student learning and differentiate instruction. GAVPAA STEM will work with the administrator to monitor the growth of identified students. We expect that the CAASPP ELA and Math scores of Low-Income students, English Learners, and Foster Youth will increase as the action is designed to meet the needs most associated with the experiences of the identified students. Moreover, because we expect that all students struggling with scaffolded student learning will benefit, the action will be provided on a schoolwide basis.	45,000	Y
5	1.5 Procedures and Protocols	GAVPAA STEM administration will immediately: create protocols/tools/checklists/policies to ensure staff and Board understand what is expected of them; create ways to communicate with staff (weekly newsletter, staff meetings, when that communication will happen, how,	\$10,000	N

Action #	Title	Description	Total Funds	Contributing
		how often, who); determine our evaluation cycles- who, when how often, review and update the GAVPAA STEM schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).		
6	1.6 Staffing	GAVPAA STEM currently staffs: Executive Director Site Administrator Achievement Guides (Teachers) Counselor Chief External Relations Officer Paraprofessional Operations Staff	\$1,156,046	N
7	1.7 Intervention Teachers	According to the metrics section above, low income, English learners, and Foster youth have the most opportunity for academic growth as measured by local assessments in ELA and Math (iReady). Based on educational partner feedback, the identified students need more intensive support to achieve standard mastery. GAVPAA STEM will provide three intervention Achievement Guides who will work in small groups and individually for identified students to increase academic skills in literacy, ELA, and math. The Intervention Achievement Guides will encourage the identified students to interact with the content standards through real world experiences. The intervention Achievement Guides will use explicit strategies using a balanced literacy approach to remediate students' skills and mitigate learning loss. We expect that the iReady ELA and Math scores of low income, English learners, and foster youth will increase as the action is designed to meet the needs most associated with the current benchmark performance of the identified students. We believe all students who are academically low performing	\$146,692	Y

Action #	Title	Description	Total Funds	Contributing
		will benefit from intervention, the action being provided will occur on a schoolwide basis.		
8	1.8 Paraprofessionals	<p>According to metrics section above, low income students and English learners have the most opportunity for academic growth as measured by statewide assessments in ELA and Math (CAASPP). Based on the educational partner feedback, students need additional adult support to ensure understanding of core content. GAVPAA STEM will provide paraprofessionals to provide direct service to students in the classroom under the direction of certificated Achievement Guides.</p> <p>Paraprofessionals will 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 by answering questions, explaining directions and concepts, and taking additional support time. We expect that the CAASPP ELA and Math scores of low income students and English learners will increase as the action is designed to meet the needs of the identified students.</p>	\$40,887	Y
9	1.9 After-School Program (Achieve 2:15) and Summer School	<p>Based on the metrics above, low income students, English learners, and foster youth have the most opportunity for academic growth as measured by statewide assessment data in ELA and Math (CAASPP). Based on the educational partner feedback, the need for an after-school program and summer school with tutoring, intervention, and enrichment was evident. GAVPAA STEM will provide a robust after-school program and summer school for the identified students. GAVPAA STEM will provide after-school program and summer school for identified students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss. We expect that the CAASPP ELA and Math scores of Low-Income students, English Learners, and Foster Youth will increase as the action is designed to meet the needs most associated with the stresses and experiences of the identified students. Moreover, because we expect</p>	\$39,010 \$3,000 Title I	Y

Action #	Title	Description	Total Funds	Contributing
		that all students will benefit from the after-school program and tutoring, the action will be provided on a schoolwide basis.		
10	1.10 Intervention Instructional Materials	Based on the metrics above, low income students, English learners, and foster youth have the most opportunity for academic growth as measured by the local assessment data in ELA and Math (iReady). Based on educational partner feedback, Achievement Guides indicated the need for supplemental, intervention instructional materials including IXL, Moby Max, Achieve 3000, and other online and text materials. GAVPAA STEM will implement a variety of supplemental, intervention, instructional materials for use during intervention and in the classroom focused on ELA/Literacy and Math. The supplemental materials will provide additional opportunities to remediate academic skills and prevent/mitigate learning loss. We expect that the iReady ELA/Literacy and Math will increase as the action is designed to fill the learning gaps of the identified students. Moreover, because we expect that all students struggling with achievement gaps in ELA/Literacy and math will benefit, the action will be provided on a schoolwide basis.	\$37,000 \$4,000 Title I	Y
11	1.11 Instructional Strategies PD	Based on the metrics above, low income students, English learners, and foster youth have the most opportunity for academic growth as measured by statewide assessment data in ELA and Math (CAASPP). A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging, and culturally responsive instructional strategies. GAVPAA STEM will provide professional development who will provide individualized coaching to Achievement Guides on instructional strategies, culturally responsive pedagogy, and lesson delivery and execution. Strategies may also include UDL strategies, data driven instruction, and student engagement. We expect that the CAASPP ELA and Math scores of low income students, English Learners, and foster youth to increase because the action focusing on high-quality instruction for the identified students. Moreover, because we expect that all students will benefit	\$20,000 \$4000 Title II	Y

Action #	Title	Description	Total Funds	Contributing
		from improved instructional strategies and delivery, the action will be provided on a schoolwide basis.		

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.

The actual implementation of the actions was on track with the planned actions.

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

The funds budgeted for Goal 1 actions and services were implemented to that GAVPAA STEM will improve the DFS for all students as measured by the SBAC and reported on CA School Dashboard by June 2022.

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

The successes of implementing Goal 1 actions and services in meeting the goal that GAVPAA STEM will improve the DFS for all students as measured by the SBAC and reported on CA School Dashboard by June 2022.

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.

The changes to the actions for the coming year will include deleting actions that are tasks that are best practice particularly when there is no funding associated with the task.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

Based on state and local assessment data, educational partner consultation, and examination of data, GAVPAA STEM developed Goal 2 as a broad goal to increase attendance, school connectedness, social emotional well-being, and health and safety of the campus to ensure maximization of physical, human, and financial resources.

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	87.45% 2021-22 P-2 Attendance			>90% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	7.69% 2020-21 CA Dashboard	0% 2021-22 CA Dashboard			<20% 2023-24 CA Dashboard
Middle School Dropout Rate	0% 2020-21 DataQuest	0% 2021-22 DataQuest			<1% 2023-24 DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	0% 2020-21 CA Dashboard	0% 2021-22 CA Dashboard			<1% 2023-24 CA Dashboard
Expulsion Rate	0% 2020-21 DataQuest	0% 2021-22 DataQuest			<1% 2023-24 DataQuest
Facilities in Good Repair	Good 2020-21 FITT Report	Good 2021-22 FITT Report			Good 2023-24 FITT Report
Broad Course of Study	100% of students (including identified students and SWD) have access to broad course of study 2020-21 Master Schedule	100% of students (including identified students and SWD) have access to broad course of study 2021-22 Master Schedule			100% of students (including identified students and SWD) have access to broad course of study 2023-24 Master Schedule
Other Pupil Outcomes	80% of students, grades 5-8, will report satisfaction with conservatories on student survey	80% of students, grades 5-8, will report satisfaction with conservatories on student survey			80% of students, grades 4-9, will report satisfaction with gardening and mindfulness on student survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Clean, Safe Facility	Ensure the facility is conducive to student learning, clean, sanitized, and in good repair as measured by the FITT report.	\$416,000	N
2	2.2 Positive School Climate	GAVPAA STEM will support the Positive Behavior Intervention and Supports to ensure a positive school climate and culture. GAVPAA STEM will incentivize positive behavior through the use of SEL Curriculum, Ron Clark Strategies, the House System, weekly drawings, incentives, and rewards for school competitions. GAVPAA STEM will host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement.	\$122,456	N
3	2.3 Positive Daily Attendance	GAVPAA STEM will employ an Office Assistant who implement the Attendance Policies with fidelity. The Office Assistant will call parents of absent students, set up meetings with administrators and families to address student chronic absenteeism to reduce barriers to attendance. This may include signing attendance contracts, daily or weekly incentives, bus passes, home visits, and assigning a mentor. GAVPAA STEM will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	\$30,000	N
4	2.4 Achievement Manager (School Counselor)	Based on the metrics above, low income students, English Learners, and foster youth have the most opportunity for social emotional growth as measured by suspension rates, expulsion rates, and drop-out rates. Based on the educational partner feedback, the Achievement Guides and parents feel that the students need additional social emotional support through the support of the Achievement Manager. GAVPAA STEM will hire an Achievement Manager to provide counseling, social skills groups, student, and family support, and overall support of the school climate and culture. The Achievement Manager will support students impacted by trauma, social emotional challenges, and mental health issues. The Achievement Manager will provide professional	\$63,000 \$3,000 Title I	Y

Action #	Title	Description	Total Funds	Contributing
		<p>development on Support for Teachers Affected by Trauma (“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. The Achievement Manager will provide resources to students, parents, Achievement Guides, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma. We expect that the suspension rate, expulsion rate, and drop-out rate will decrease because the action is designed to meet the needs associated with the stresses and experiences of the identified students. Moreover, because we expect that all students struggling with social emotional wellness will benefit, the action will be provided on a schoolwide.</p>		
5	2.5 School Supplies	<p>Based on the metrics above, English Learners, low income students, and foster youth have the most opportunity for academic growth as measured by a broad course of study. Based on the educational partner feedback, Achievement Guides indicated the need for school supplies so that students can fully participate in a broad course of study. GAVPAA STEM will provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom. We expect that the access to broad course of study will increase because the action is designed to meet the needs most associated with the stresses and experiences of the identified students. Moreover, because we expect that all students struggling with access to school supplies and materials will benefit, the action will be provided on a schoolwide basis.</p>	<p>[\$ 10,000] \$5000 Title I</p>	Y

Action #	Title	Description	Total Funds	Contributing
6	2.6 Conservatory Achievement Guides (Teachers)	Provide conservatory Achievement Guides (teachers) 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	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.

The actual implementation of the actions was on track with the planned actions.

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

The funds budgeted for Goal 2 actions and services were implemented and used to 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 restorative justice practices and service learning opportunities.

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

The successes of implementing Goal 2 actions and services in meeting the goal that support the social emotional well-being of all students.

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.

The changes to the actions for the coming year will include deleting actions that are tasks that are best practice particularly when there is no funding associated with the task.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
Goal #3	GAVPAA STEM parents/guardians, Achievement Guides, staff, and community members will be contributing members of 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.

Based on state and local assessment data, educational partner consultation, and examination of data, GAVPAA STEM developed Goal 3 as a broad goal to parents/guardians, Achievement Guides, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education to ensure maximization of physical, human, and financial resources.

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 are credentialed and appropriately assigned 2020-21 Credential Review	100% of Achievement Guides are credentialed and appropriately assigned 2021-22 Credential Review			100% of Achievement Guides will be credentialed and appropriately assigned 2023-24 Credential Review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	80% of students/Achievement Guides/parents sense of school safety and connectedness 2021-22 Climate Survey			90% of students/Achievement Guides/parents sense of school safety and connectedness 2023-24 Climate Survey
Satisfaction Survey	90% of parents are satisfied with the (in-person) educational program at GAVPAA STEM. 2020-21 Climate Survey	90% of parents are satisfied with the (in-person) educational program at GAVPAA STEM. 2021-22 Climate Survey			90% of parents are satisfied with the educational program at GAVPAA STEM 2023-24 Climate Survey
Climate Survey	80% of students feel safe at school. 2020-21 Climate Survey	83.57% of students feel safe at school. 2021-22 Climate Survey			90% of students feel safe at school 2023-24 Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Work Survey	73.1% of Achievement Guides and staff feel content, supported, and included at work. 2020-21 Climate Survey	80% of Achievement Guides and staff feel content, supported, and included at work. 2021-22 Climate Survey			80% of Achievement Guides and staff feel content, supported, and included at work 2023-24 Climate Survey
Parent Workshops	4 Parent Workshops 2020-21 Agenda/Sign-in Sheets	4 Parent Workshops 2021-22 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 hosted 4 SSC meetings this year 2021-22 Agenda/Sign-in Sheets			GAVPAA STEM will host 4 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 value PLCs. 2021-22 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.	\$2,000 Title I	N
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, Achievement Guides, and staff.	\$15,000	N
3	3.3 Parent Communication Application	Provide consistent communication to students, families, Achievement Guides, and staff through a Parent Communication Application like Class Dojo and Infinite Campus.	\$1500	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.

Due to COVID, parent education was not as robust as planned.

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

The funds budgeted for Goal 3 actions and services were implemented and used to ensure GAVPAA STEM parents/guardians, Achievement Guides, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education. Overall, GAVPAA STEM remained in close communication with the GAVPAA STEM parents, staff, and community through newsletters, surveys, and positive recognition.

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

The specific actions were successful in implementing Goal 3 actions and services in meeting the goal that GAVPAA STEM parents/guardians, Achievement Guides, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

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.

The changes to the actions for the coming year will include deleting actions that are tasks that are best practice particularly when there is no funding associated with the task.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$393,442	\$59,016.30

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.90%	[0]%	\$0	26.90%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 2022-24 estimated the amount of supplemental and concentration grant funding to be \$393,442 which is proportionate 26.90% to increase or improve services.

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

The contributing action titles are:

- 1.2 Professional Learning Communities
- 1.4 Administrator Professional Development and Coaching
- 1.7 Intervention Achievement Guides

1.8 Paraprofessionals

1.9 After-School Tutoring (Achieve 2:15) and Summer School

1.10 Intervention Instructional Materials

1.11 Instructional Strategies Professional Development

2.4 Achievement Manager (School Counselor)

2.5 School Supplies

2.6 Conservatory Achievement Guides

Using the calculation tool provided by the state, GAVPAA STEM has calculated that it will receive **\$393,442** 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 **29.0%**. GAVPAA STEM has demonstrated that it has met the **29.0%** 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.

The Minimum Proportionality Percentage (MPP) will be **26.89%**. 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 identified 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 improved services to the identified students 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In the development of the actions that develop the plan for how the additional concentration grant add-on funding identified above will be used to increase the classified and certificated staff providing direct services to students.

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

The action titles that provide services to students are:

- 1.6 Staffing
- 1.7 Intervention Achievement Guides
- 1.8 Paraprofessionals
- 1.9 After-School Tutoring (Achieve 2:15) and Summer School
- 2.4 Achievement Manager (School Counselor)
- 2.5 School Supplies
- 2.6 Conservatory Achievement Guides

The additional staff-to-student ratio of classified staff and certificated staff providing direct services to students will improve student achievement, student social emotional well-being, and parent and community partnerships in education.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	15:1? Include all classified staff who provide direct services: Paraprofessionals, 1:1 aides, SPED aides, behavioralists, nurse, etc.
Staff-to-student ratio of certificated staff providing direct services to students	N/A	22:1? Include all certificated staff who provide direct services: Teachers, Intervention Teachers, EL Teachers, Counselors, SPED Teachers, Psychologist, etc.

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds
Totals	\$ 2,498,716

Goal #	Action #	Action Title	Student Group(s)
1	1	1.1 Curriculum Fidelity	
1	2	1.2 Culturally Responsive Strategies	EL, FY, HY, SED
1	3	1.3 Data Informed Instruction	
1	4	1.4 Administer iReady	
1	5	1.5 Adjust Master Schedule	
1	6	1.6 Professional Learning Communities	EL, FY, HY, SED
1	7	1.7 Curriculum PD	
1	8	1.8 Differentiation PD	EL, FY, HY, SED
1	9	1.9 Data Presentation	
1	10	1.10 Procedures and Protocols	
1	11	1.11 Staffing	
1	12	1.12 Intervention Teachers	EL, FY, HY, SED
1	13	1.13 Paraprofessionals	EL, FY, HY, SED
1	14	1.14 Achieve 45	EL, FY, HY, SED
1	15	1.15 Intervention Instructional Materials	EL, FY, HY, SED
1	16	1.16 English Language Development	EL
1	17	1.17 Achieve3000	EL, FY, HY, SED
2	1	2.1 Clean, Safe Facility	
2	2	2.2 Student Health	
2	3	2.3 SEL Curriculum	
2	4	2.4 Campus Supervision	EL, FY, HY, SED
2	5	2.5 Positive School Climate	
2	6	2.6 Positive Daily Attendance	
2	7	2.7 Attendance Policy	
2	8	2.8 Chronic Absenteeism	
2	9	2.9 Ron Clark Strategies	
2	10	2.10 Implement Alternatives to Suspension	EL, FY, HY, SED
2	11	2.11 School Counselor	EL, FY, HY, SED
2	12	2.12 School Supplies	EL, FY, HY, SED
2	13	2.13 Conservatory Teachers	
2	14	2.14 Trauma Informed Instruction	EL, FY, HY, SED
2	15	2.15 Resources for Social Emotional Well-B	EL, FY, HY, SED
2	16	2.16 Restorative Justice	EL, FY, HY, SED
2	17	2.17 Advisory Courses	EL, FY, HY, SED
2	18	2.18 Student Acknowledgement	

Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel
\$ -	\$ -	\$ -	2,498,716	\$ 1,821,670

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$ 100,000				\$ 100,000
\$ 34,000				\$ 34,000
\$ 10,000				\$ 10,000
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ 1,156,046				\$ 1,156,046
\$ 146,692				\$ 146,692
\$ 40,887				\$ 40,887
\$ 39,010				\$ 39,010
\$ 30,000				\$ 30,000
\$ -				\$ -
\$ 11,000				\$ 11,000
\$ 416,000				\$ 416,000
\$ -				\$ -
\$ 122,456				\$ 122,456
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -
\$ 13,578				\$ 13,578
\$ 360,035				\$ 360,035
\$ 5,000				\$ 5,000
\$ 1,000				\$ 1,000
\$ -				\$ -
\$ -				\$ -
\$ -				\$ -

Total Non-personnel

\$ 677,046

Contributing Expenditure Table

Goal #	Action #	Action Title	Scope
1	6	1.6 Professional Learning Communities	LEA-wide
1	8	1.8 Differentiation PD	LEA-wide
1	17	1.17 Achieve3000	LEA-wide
2	4	2.4 Campus Supervision	LEA-wide
2	10	2.10 Implement Alternatives to Suspension	LEA-wide
2	11	2.11 School Counselor	LEA-wide
2	12	2.12 School Supplies	LEA-wide
2	14	2.14 Trauma Informed Instruction	LEA-wide
2	15	2.15 Resources for Social Emotional Well-B	LEA-wide
2	16	2.16 Restorative Justice	LEA-wide
2	17	2.17 Advisory Courses	LEA-wide

Total LCFF Funds		Total Funds	
\$	321,166	\$	321,166
\$	321,166	\$	321,166
\$	-	\$	-
\$	-	\$	-

LCFF Funds	Total Funds
\$ -	\$ -
\$ -	\$ -
\$ 11,000	\$ 11,000
	\$ -
\$ -	\$ -
	\$ -
\$ 13,578	\$ 13,578
\$ 5,000	\$ 5,000
\$ 1,000	\$ 1,000
\$ -	\$ -
\$ -	\$ -

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel
Totals	\$ 2,601,626	\$ -	\$ -	\$ 21,000	2,622,626	\$ 1,841,670

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds
1	1	Ensure Fidelity to Core Curriculum	All	\$ 45,000	\$ -	\$ -
1	2	Professional Learning Communities	LI, EL, FY	\$ 34,000	\$ -	\$ -
1	3	Data Informed Instruction	All	\$ 10,000	\$ -	\$ -
1	4	Administrator Professional Development/Coaching	LI, EL, FY	\$ 45,000	\$ -	\$ -
1	5	Procedures and Protocols	All	\$ 10,000	\$ -	\$ -
1	6	Staffing	All	\$ 1,156,046	\$ -	\$ -
1	7	Intervention Teachers	LI, EL, FY	\$ 146,692	\$ -	\$ -
1	8	Paraprofessionals	LI, EL, FY	\$ 40,887	\$ -	\$ -
1	9	After-School Program and Summer School	LI, EL, FY	\$ 39,010	\$ -	\$ -
1	10	Intervention Instructional Materials	LI, EL, FY	\$ 37,000	\$ -	\$ -
1	11	Instructional Strategies PD	LI, EL, FY	\$ 20,000	\$ -	\$ -
2	1	Clean, Safe Facility	All	\$ 416,000	\$ -	\$ -
2	2	Positive School Climate	All	\$ 122,456	\$ -	\$ -
2	3	Positive Daily Attendance	All	\$ 30,000	\$ -	\$ -
2	4	Achievement Manager (School Counselor)	LI, EL, FY	\$ 63,000	\$ -	\$ -
2	5	School Supplies	LI, EL, FY	\$ 10,000	\$ -	\$ -

2	6	Conservatory Achievement Guides (Teachers)	All	\$ 360,035	\$ -	\$ -
3	1	Parent Education	All	\$ -	\$ -	\$ -
3	2	Technology and Technological Support	All	\$ 15,000	\$ -	\$ -
2	3	Parent Communication Application	All	\$ 1,500	\$ -	\$ -
				\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -

Total Non-personnel

\$ 780,956

Federal Funds	Total Funds
\$ -	\$ 45,000
\$ -	\$ 34,000
\$ -	\$ 10,000
\$ -	\$ 45,000
\$ -	\$ 10,000
\$ -	\$ 1,156,046
\$ -	\$ 146,692
\$ -	\$ 40,887
\$ 3,000	\$ 42,010
\$ 4,000	\$ 41,000
\$ 4,000	\$ 24,000
\$ -	\$ 416,000
\$ -	\$ 122,456
\$ -	\$ 30,000
\$ 3,000	\$ 66,000
\$ 5,000	\$ 15,000

\$	-	\$	360,035
\$	2,000	\$	2,000
\$	-	\$	15,000
\$	-	\$	1,500
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)
\$ 1,462,881	\$ 393,442	26.90%	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?
1	2	Professional Learning Communities	Yes
1	4	Administrator Professional Development/Cc	Yes
1	7	Intervention Teachers	Yes
1	8	Paraprofessionals	Yes
1	9	After-School Program and Summer School	Yes
1	10	Intervention Instructional Materials	Yes
1	11	Instructional Strategies PD	Yes
2	4	Achievement Manager (School Counselor)	Yes
2	5	School Supplies	Yes

Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
26.90%	\$ 435,589	0.00%	29.78%	Total:	\$ 435,589
				LEA-wide Total:	\$ -
				Limited Total:	\$ -
				Schoolwide Total:	\$ 435,589

Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
Schoolwide	All	Schoolwide	\$ 34,000	0.00%
Schoolwide	All	Schoolwide	\$ 45,000	0.00%
Schoolwide	All	Schoolwide	\$ 146,692	0.00%
Schoolwide	All	Schoolwide	\$ 40,887	0.00%
Schoolwide	All	Schoolwide	\$ 39,010	0.00%
Schoolwide	All	Schoolwide	\$ 37,000	0.00%
Schoolwide	All	Schoolwide	\$ 20,000	0.00%
Schoolwide	All	Schoolwide	\$ 63,000	0.00%
Schoolwide	All	Schoolwide	\$ 10,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,622,626.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Ensure Fidelity to Core Curriculum	No
1	2	Professional Learning Communities	Yes
1	3	Data Informed Instruction	Yes
1	4	Administrator Professional Development/Coaching	Yes
1	5	Procedures and Protocols	No
1	6	Staffing	Yes
1	7	Intervention Teachers	No
1	8	Paraprofessionals	No
1	9	After-School Program and Summer School	Yes
1	10	Intervention Instructional Materials	Yes
1	11	Instructional Strategies PD	Yes
2	1	Clean, Safe Facility	Yes
2	2	Positive School Climate	No
2	3	Positive Daily Attendance	No
2	4	Achievement Manager (School Counselor)	No
2	5	School Supplies	No

2	6	Conservatory Achievement Guides (Teachers)	Yes
3	1	Parent Education	Yes
3	2	Technology and Technological Support	Yes
2	3	Parent Communication Application	Yes

Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
\$ 45,000	\$ -
\$ 34,000	\$ -
\$ 10,000	\$ -
\$ 45,000	\$ -
\$ 10,000	\$ -
\$ 1,156,046	\$ -
\$ 146,692	\$ -
\$ 40,887	\$ -
\$ 42,010	\$ -
\$ 41,000	\$ -
\$ 24,000	\$ -
\$ 416,000	\$ -
\$ 122,456	\$ -
\$ 30,000	\$ -
\$ 66,000	\$ -
\$ 15,000	\$ -

\$	360,035	\$	-
\$	2,000	\$	-
\$	15,000	\$	-
\$	1,500	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
\$ 393,442	\$ 435,589	\$ -	\$ 435,589

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	2	Professional Learning Communities	Yes
1	4	Administrator Professional Development/Coaching	Yes
1	7	Intervention Teachers	Yes
1	8	Paraprofessionals	Yes
1	9	After-School Program and Summer School	Yes
1	10	Intervention Instructional Materials	Yes
1	11	Instructional Strategies PD	Yes
2	4	Achievement Manager (School Counselor)	Yes
2	5	School Supplies	Yes

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.00%	0.00%	0.00% - No Difference

Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
\$ 34,000		0.00%	0.00%
\$ 45,000		0.00%	0.00%
\$ 146,692		0.00%	0.00%
\$ 40,887		0.00%	0.00%
\$ 39,010		0.00%	0.00%
\$ 37,000		0.00%	0.00%
\$ 20,000		0.00%	0.00%
\$ 63,000		0.00%	0.00%
\$ 10,000		0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
\$ 1,462,881	\$ 393,442	0.00%	26.90%	\$ -

8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
0.00%	0.00%	\$ 393,442.00	26.90%

Local Control and Accountability Plan (LCAP) Action Tables Data Entry Instructions

These instructions are provided to assist local educational agencies (LEAs) using the Microsoft® Excel Spreadsheets to complete the Action Tables for the 2022–23 LCAP.

The LCAP Action Tables Template is available on the California Department of Education's (CDE's) LCAP web page at <https://www.cde.ca.gov/re/lc/>. Ensure that you are using the most recent version of the Action tables by downloading the Excel file to your computer and comparing the date on the Title Page to the file you are using. The most recent version of the Action Tables file is January 2022.

Introduction

Along the bottom of the workbook there are seven tabs; these tabs are titled:

- 'Title Page',
- 'Data Entry Table',
- 'Total Expenditures Table',
- 'Contributing Actions Table',
- 'Annual Update (AU) Table',
- 'Contributing Actions AU Table' and
- 'LCFF Carryover Table'.

The LEA will enter data in the 'Data Entry Table', 'Annual Update (AU) Table', 'Contributing Actions AU Table', and the 'LCFF Carryover Table' tabs. This data will automatically populate the other pages of the Action Tables with the information. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables. The 'Title Page' and 'Data Entry Table' are "inward facing" and are intended for use by LEA personnel. The information contained in the following remaining tabs are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table Instructions

Ensure that you are on the 'Data Entry Table' worksheet by clicking on the 'Data Entry Table' tab in the lower left-hand side.

- **LCAP Year:** Input “2021–22” to start.
- **1. Projected LCFF Base Grant:** Input the total amount of LCFF funding the LEA estimates it will receive for the 2021–22 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(8).

See *California Education Code (EC)* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2021–22 school year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
 - Note: For the 2021–22 LCAP Year, the LCFF Carryover — Percentage will be zero (0.00%).
- The following sections should reflect what was submitted with the 2021–22 LCAP (see pages 18-19 of the LCAP template instructions for more information):
 - Goal #
 - Action #
 - Action Title
 - Student Group(s)
 - Contributing to Increased or Improved Services?
 - If “Yes” is entered into the Contributing column, then the following columns should be completed:
 - Scope

- Unduplicated Student Group(s)
- Location
- Time Span
- Total Personnel
- Total Non-Personnel
- LCFF Funds
- Other State Funds
- Local Funds
- Federal Funds

Planned Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

Contributing Actions Table Instructions

Information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table Instructions

In the Annual Update Table, provide the following information for each action in the LCAP for the 2021–22 LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table Instructions

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the 2021–22 LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the 2021–22 school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

LCFF Carryover Table Instructions

- **9. Estimated Actual LCFF Base Grant:** Input the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

Saving Instructions

Once all the information has been entered for the 2021–22 LCAP year, save the Excel file as '2021actiontables'. After saving the file use 'Save As' to save the file again, however, rename the file to '2022actiontables'. Remember to periodically save as you enter information for the 2022–23 LCAP.

2022–23 Data Entry Table Instructions

- **LCAP Year:** Input "2022–23".
- **1. Projected LCFF Base Grant:** Input the total amount of LCFF funding the LEA estimates it will receive for the 2022–23 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2021–22 school year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the 2021–22 LCAP year. If a carryover

percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%)

- Add or delete items from the following sections as necessary for the 2022–23 LCAP year:
 - Goal #
 - Action #
 - Action Title
 - Student Group(s)
 - Contributing to Increased or Improved Services?
 - If “Yes” is entered into the Contributing column, then the following columns should be completed:
 - Scope
 - Unduplicated Student Group(s)
 - Location
 - Time Span
 - Total Personnel
 - Total Non-Personnel
 - LCFF Funds
 - Other State Funds
 - Local Funds
 - Federal Funds
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

2022–23 Contributing Actions Table Instructions

Information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

2022–23 Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2022–23 at this time. This information will be completed as part of the Annual Update for the 2023–24 LCAP.

2022–23 Contributing Actions Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2022–23 at this time. This information will be completed as part of the Annual Update for the 2023–24 LCAP.

2022–23 LCFF Carryover Table Instructions

Information will not be entered in the LCFF Carryover Table for 2022–23 at this time. This information will be completed as part of the Annual Update for the 2023–24 LCAP.

Printing Instructions

The 2022–23 LCAP will include the following tables:

- 2021–22 Annual Update Table
- 2021–22 Contributing Actions AU Table
- 2021–22 LCFF Carryover Table
- 2022–23 Total Expenditures Table
- 2022–23 Contributing Actions Table

California Department of Education
February 2022