LCFF Budget Overview for Parents
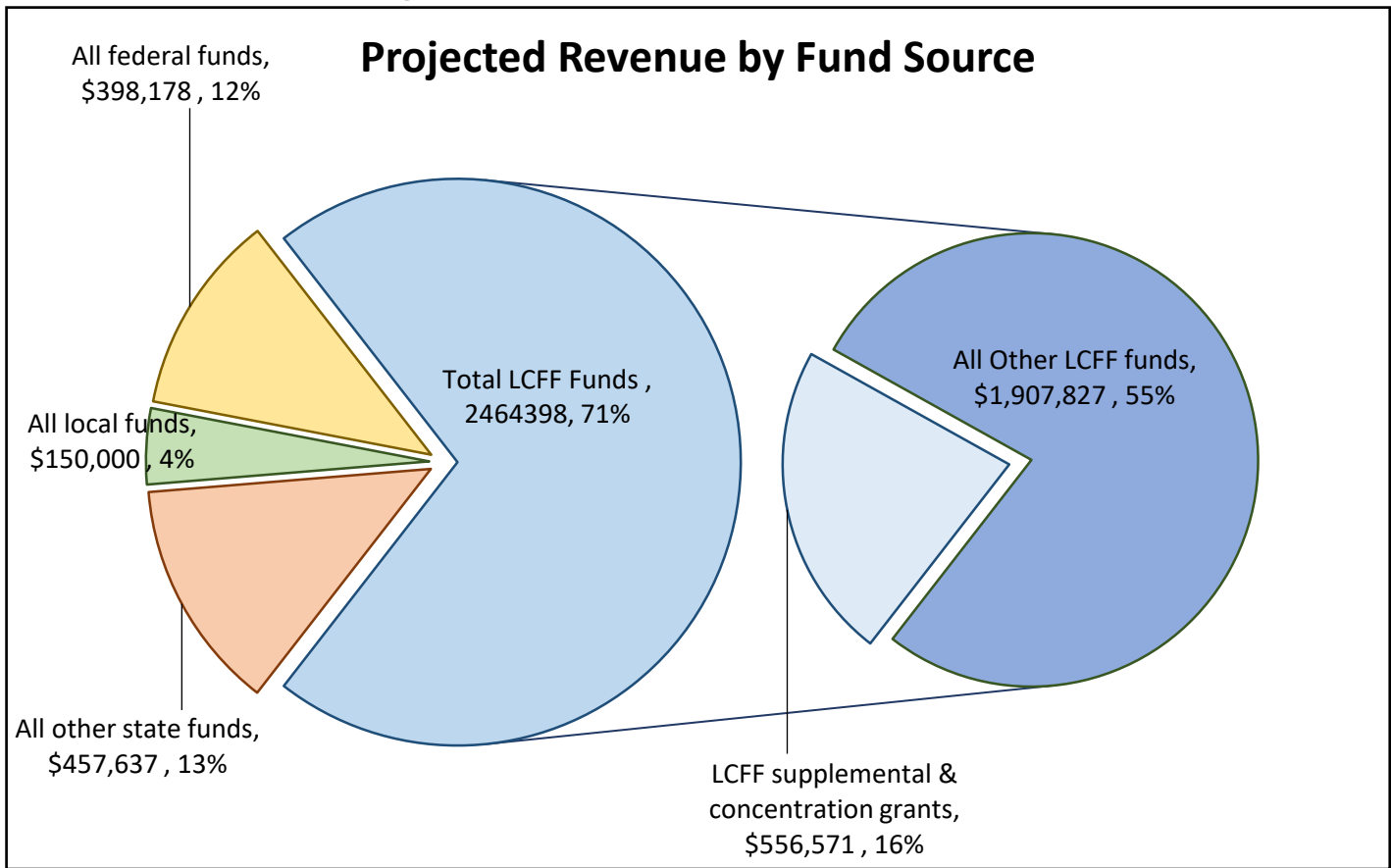
Local Educational Agency (LEA) Name: Garvey/Allen Visual and Performing Arts Academy for Science Te...

CDS Code: 33-10330-0139428

School Year: 2023-24

LEA contact information: Tiffany Gilmore, Chief Executive Officer and Founder tgilmore@garveyallenacade...

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $398,178 , 12%

All local funds, $150,000 , 4%

All other state funds, $457,637 , 13%

Total LCFF Funds , 2464398, 71%

All Other LCFF funds, $1,907,827 , 55%

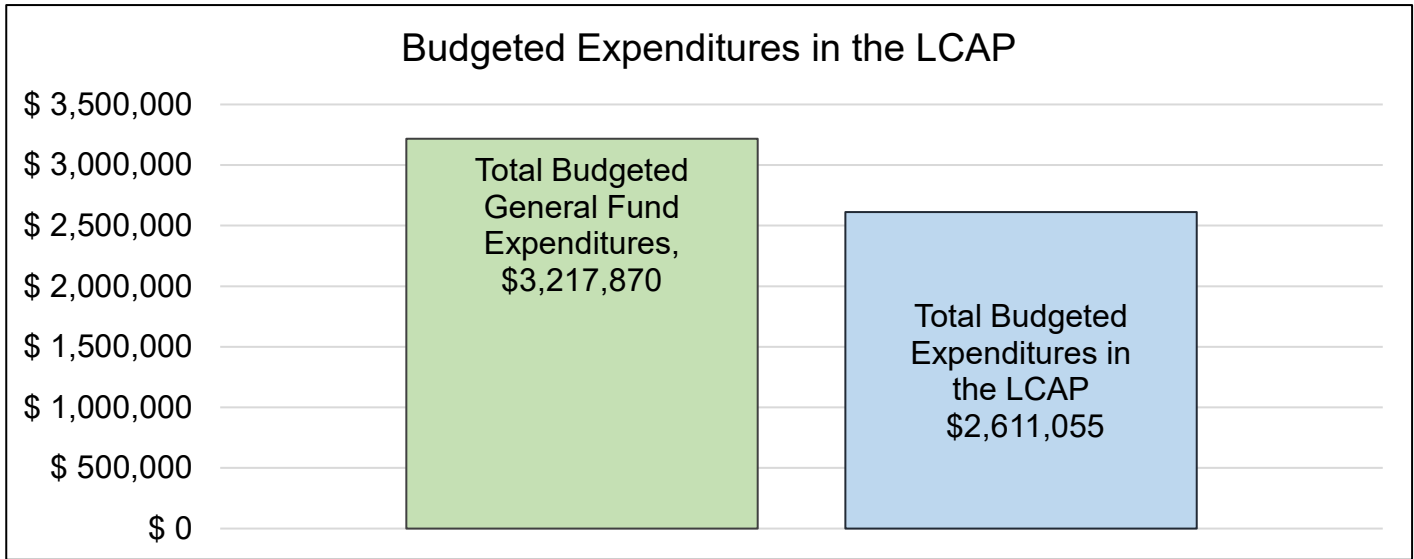LCFF supplemental & concentration grants, $556,571 , 16%

This chart shows the total general purpose revenue Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics   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 and Performing Arts Academy for Science Technology, Engineering, and Mathematics   is $3,470,213.00, of which $2,464,398.00 is Local Control Funding Formula (LCFF), $457,637.00 is other state funds, $150,000.00 is local funds, and $398,178.00 is federal funds. Of the $2,464,398.00 in LCFF Funds, $556,571.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,217,870

Total Budgeted Expenditures in the LCAP $2,611,055

(Y-axis values: $ 3,500,000 / $ 3,000,000 / $ 2,500,000 / $ 2,000,000 / $ 1,500,000 / $ 1,000,000 / $ 500,000 / $ 0)

This chart provides a quick summary of how much Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics plans to spend for 2023-24. 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 and Performing Arts Academy for Science Technology, Engineering, and Mathematics plans to spend $3,217,870.00 for the 2023-24 school year. Of that amount, $2,611,055.00 is tied to actions/services in the LCAP and $606,815.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
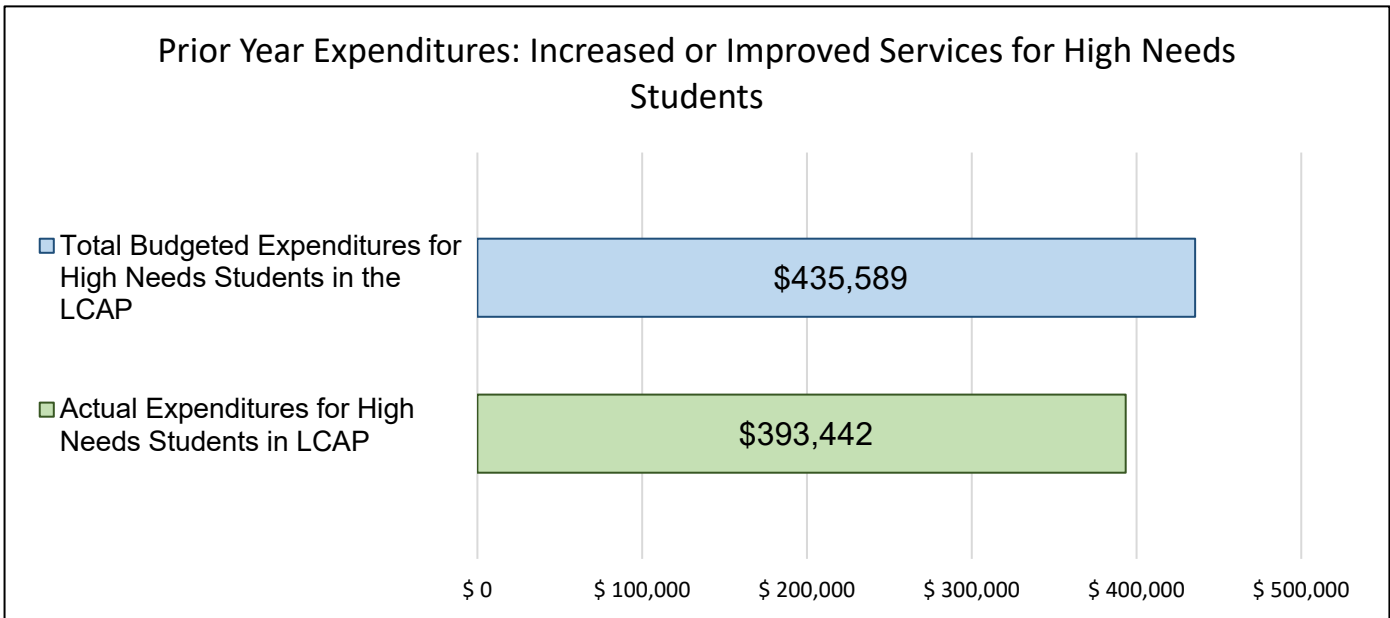
Items not included in the LCAP: Insurance, Back Office Services, Audit, Transportation, Utilities, Student Activities, and other Overhead.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics is projecting it will receive $556,571.00 based on the enrollment of foster youth, English learner, and low-income students. Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics must describe how it intends to increase or improve services for high needs students in the LCAP. Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics plans to spend $556,571.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$435,589
Actual Expenditures for High Needs Students in LCAP	$393,442

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000

This chart compares what Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics   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 and Performing Arts Academy for Science Technology, Engineering, and Mathematics   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 2022-23, Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics 's LCAP budgeted $435,589.00 for planned actions to increase or improve services for high needs students. Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics   actually spent $393,442.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $42,147.00 had the following impact on Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics 's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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	Mrs. Tiffany Gilmore CEO and Superintendent	tgilmore@garveyallenacademy.com (951) 384-2015

Plan Summary 2023-24

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 ("Garvey/Allen STEAM Academy"), a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status which is currently authorized by the Riverside County Board of Education. Garvey/Allen currently serves 151 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 Garvey/Allen STEAM Academy for a more personal educational experience for their children. Garvey/Allen STEAM Academy is committed to being transparent and remaining accountable to its educational partners.

Garvey/Allen STEAM Academy 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 Garvey/Allen STEAM Academy 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. Garvey/Allen STEAM Academy 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 STEAM 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.

Garvey/Allen STEAM Academy is filling a community need and meeting the interests of the community. Garvey/Allen STEAM Academy has small class sizes with an average student to Achievement Guide ratio of 25:1. Garvey/Allen STEAM Academy has longer school days for all students in 5-8. Garvey/Allen STEAM Academy provides interventions to all students who are academically low performing during the school day through a daily Advisory period. Garvey/Allen STEAM Academy incorporates Excellence on Purpose Wednesday, a mandatory study session once per week, for students in grades 5-8 with missing or incomplete assignments. Garvey/AllenSTEAM Academy incorporates a mandatory homework recovery period daily, for students in grades 5-8 with missing or incomplete assignments Garvey/Allen STEAM Academy hosts After School Tutoring, a mandatory tutoring program, for students in grades 5-8 who have a C- or F in any subject. Garvey/Allen STEAM Academy provides deeper extension opportunities to all students who are academically high performing.

Garvey/Allen STEAM Academy 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. Garvey/Allen STEAM Academy provides technology with a student to device ratio of 1:1. Garvey/Allen STEAM Academy 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 2022 California School Dashboard, Garvey/Allen STEAM Academy's enrollment of 125 students was broken down by student group was as follows: 72.8% socioeconomically disadvantaged ("SED") students, 1.6% English Learners ("ELs"), Reclassified Fluent English Proficient ("RFEP") students (Less than 11 students-data not available on the CA School Dashboard) , 16.8% students with disabilities ("SWD"), 2.4% foster youth ("FY"), 0% homeless students. As of the 2021-22 school year, enrollment by race and ethnicity at Garvey/Allen STEAM Academy was 69.6% Black or African American, 19.2% Hispanic, 8% two or more races, 0.8% white, and 1.6% Pacific Islander. More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are Black or African American students, SED students, SWD, and Latinx students. The majority of the students at the Charter School are SED.

The above strategies that Garvey/Allen STEAM Academy utilizes are designed to be effective in meeting the needs of all of Garvey/Allen STEAM Academy'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 Garvey/Allen STEAM Academy's focus on Ron Clark and restorative justice practices ensures that the whole child is supported, inclusive 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.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Garvey/Allen STEAM Academy 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) Garvey/Allen STEAM Academy 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 2024. GAVPAA STEAM Academy will improve the number/percent of all students at or above grade level by 10% from Spring 2023 to Spring 2024; 2) Garvey/Allen STEAM Academy 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) Garvey/Allen STEAM Academy students, parents/guardians, Achievement Guides, staff, and community members will be actively engaged in the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, Achievement Guides, and students to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council. The School Site Council will meet four times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The Achievement Guides, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The Achievement Guides, staff, and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Garvey/Allen STEAM Academy 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, SWD, and socioeconomically disadvantaged students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement ("ATSI"). This means that based on the data from the 2022 California School Dashboard, Hispanic/Latinx students were in the highest status level "Very High" for chronic absenteeism. This plan will address ways to improve our school's attendance, decrease chronic absenteeism for Hispanic/Latinx students in particular, but also our Black and African American students, SWD, and SED students based on a needs assessment and identification of resource inequities.

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 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.

Reflections: Successes

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

In the 2022-23 school year Garvey/Allen STEAM Academy has made significant strides in reducing and maintaining a low suspension rate. Garvey/Allen STEAM Academy has increased resources and has established a well developed Ron Clark House (PBIS), restorative justice practices and systems and routines that have contributed to our low suspension rate. These practices have contributed to high Achiever morale and socio-emotional health. We have also added a School Social Worker and structured Advisory Curriculum that focuses on character development and socio-emotional well being.

The 2022 California State Dashboard identifies performance levels for Suspension Rate Indicators (ranging from Very Low, Low, Medium, High, and Very High).

-Suspension Rate (overall "Very Low" - 0% of students were suspended at least one day). The following subgroups were also in "Very Low" (Black or African American-0% of students were suspended at least one day; Hispanic/Latinx - 0% of students were suspended at least one day; Socioeconomically Disadvantaged, 0% of students were suspended at least one day).

We are also proud of our attendance initiatives where we incorporated a more effective system of communication and support with our Attendance Team, Counselor and families. A major initiative focus this year was our frontloading of attendance expectations through our House System (PBIS) and K12 Crypto Currency program and incentives.

In instruction, Garvey/Allen Leadership participated in leadership development in the summer of 2022. From this training, we established systems and routines that provided the foundation for consistency in both academic and socio emotional areas of the school program. All classrooms have a uniform 1st Five Minutes Bellwork practice and Close of Lesson structure that enhances student instruction school-wide. Garvey/Allen STEAM Academy has also incorporated school-wide routines that encourage student ownership in their learning. All students are required to reflect on their behavior, socio-emotional development, STEM/VAPA Pathways progress, and grade progress every 6 weeks as illustrated on their Big Five reflection sheets. Test results from our local assessments reflect how these systems and routines have improved our instructional outcomes.

SBAC 2022 English Language Arts Baseline Data

2022 is the first year Garvey/Allen STEAM Academy administered the SBAC and had some success on our baseline data. Although in ELA, Garvey/Allen has areas of growth, for our significant subgroups we showed significant success compared to the state. For our

African-American population we are 24.8 points below standard compared to the state, which is 57.7 points below standard. For our Socioeconomically Disadvantaged population Garvey/Allen students scored 24.6 points below standard compared to the state at 41.4 points below standard. The percent of African-American students, a significant subgroup at Garvey/Allen, who met or exceeded the standard in ELA for 6th, 7th and 8th Grade exceeded the state's Achievement levels by 34% for 6th Grade, by 10% in 7th Grade and 8% in 8th Grade. Garvey/Allen STEAM Academy continues to reflect and improve on instructional practices as we eagerly await our SBAC scores for the 2023 school year.

Another success that we are very proud of is our 100% participation rate on our 2022 and 2023 SBAC and CAST administration.
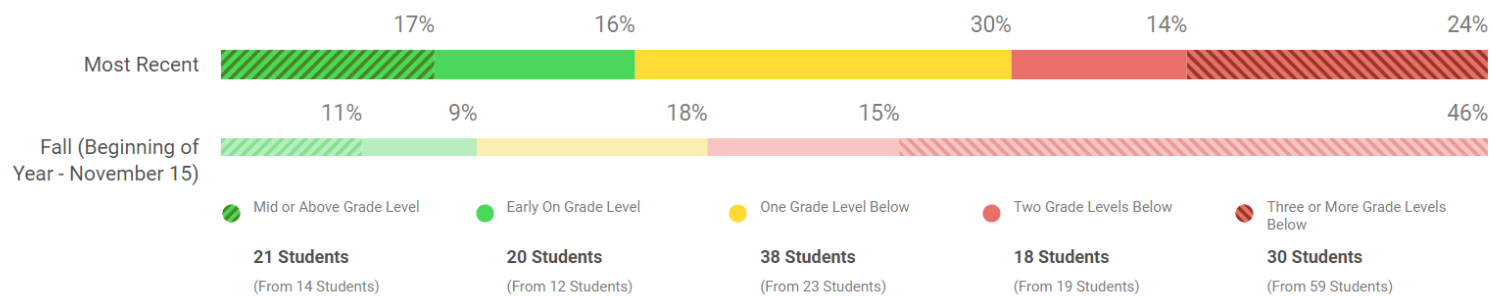
Garvey/Allen STEAM Academy is pleased to present current benchmark data beginning with our local assessment, iReady.
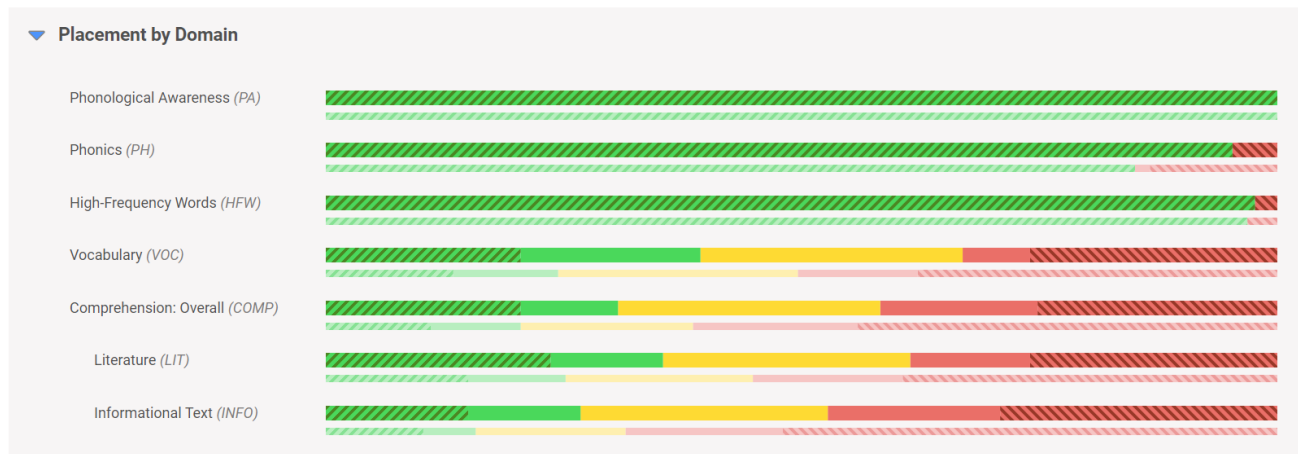
iReady 2022-23 Reading Diagnostic Growth by Domain and by Grade

The 2022-23 iReady Reading Diagnostic assessment results in reading demonstrates that students at Garvey/Allen STEAM Academy have made significant growth in reading overall and by grade level. Our end of year (EOY) data reflects improvement. Overall, there were 47% of the students who were three or more grade levels below in reading which decreased to 24% or an improvement from 58 students to 30 students. There were 18% of the students who were one grade level below which was an increase from 18% to 23% or 26 students to 33 students which demonstrates students moving up from three years below grade level up to one year below grade level. In Fall 20% of the students who scored mid, above or early on grade level which increased to 32% of students who are mid, above or early on grade level from 25 students to 40 students.

Garvey/Allen STEAM Academy continues to show strength in the domains of phonological awareness, phonics, high frequency words. There was great growth in vocabulary, literature comprehension, and informational text comprehension. In grades 5, 6 and 7, there was an overall increase of students who were early on grade level. In grade 8, there was an increase of students who were mid or above grade level.

Our Growth Data in Reading is another success area. In alignment with iReady recommended growth goals, Garvey/Allen STEAM Academy's progress to Annual Typical Growth (median) is 117% at the end of year mark. The recommended growth goal is 100% resulting in 17% over the recommended growth goal in Reading.
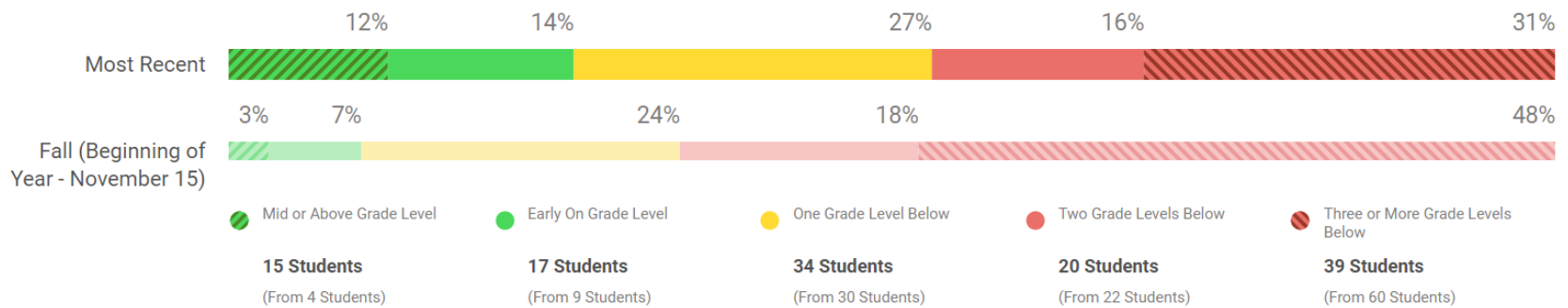
Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Overall (COMP)
- Literature (LIT)
- Informational Text (INFO)

iReady 2022-23 Math Diagnostic Growth by Domain and by Grade
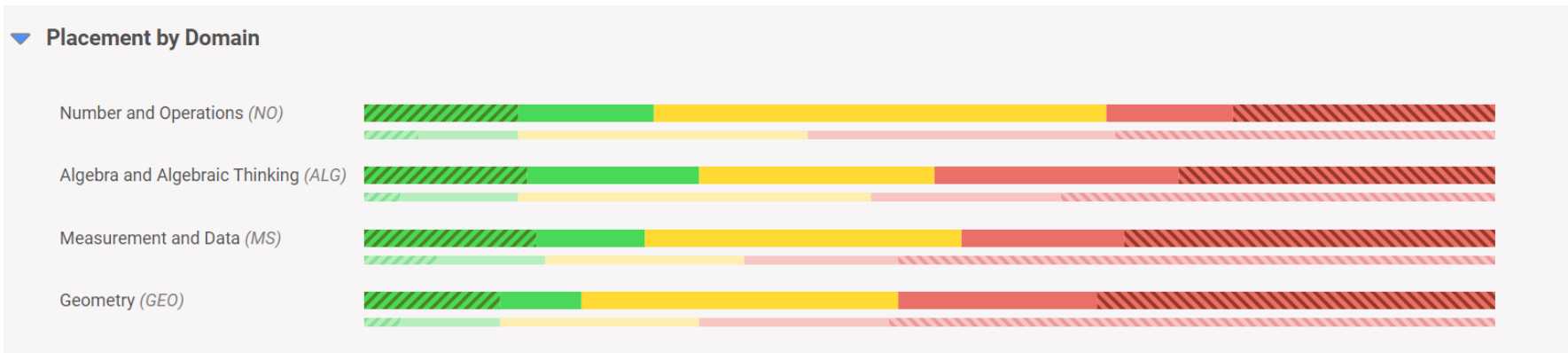
In Math, there were also successes. The 2022-23 iReady Math Diagnostic assessment results in math demonstrate that students at Garvey/Allen STEAM Academy have made significant growth in math overall and by grade level. Overall, there were 46% of the students who were three or more grade levels below in math which decreased to 40% or an improvement from 65 students to 46 students. There were 18% of the students who were two or more below grade levels which increased to 20% or 25 students to 28 students which demonstrates students moving up from three years below grade level up to two years below grade level. There were 25% of the students who were one grade level or more below who increased to 26% of students who were one year below grade level from 35 students to 36 students. There were 4% of the students who are mid or above grade level which increased to 7% of students who are mid or above grade level from 5 students to 10 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 12% of students at mid, or above grade level in math with an increase of 6%. There was also a decrease in students scoring three or more grade levels below with a decrease from 41% to 35%. In grade 6, there was an increase from 7% to 15% at mid or above grade level. In grade 7, there was an increase from 0% to 9% at mid or above grade level. In grade 8, there was an increase from 2% to 4% at mid or above grade level. The most significant growth is demonstrated in the increase of students who were three years below grade level in all grade levels.

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

	12%	14%	27%	16%	31%
Most Recent					

	3%	7%	24%	18%	48%
Fall (Beginning of Year - November 15)					

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

15 Students	17 Students	34 Students	20 Students	39 Students
(From 4 Students)	(From 9 Students)	(From 30 Students)	(From 22 Students)	(From 60 Students)

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Garvey/Allen STEAM Academy is building on these successes by administering iReady assessments in every grade level in the core subject areas, providing daily interventions, using iReady Instruction to all students low achieving students, data-based instructional strategies, school-wide instructional focus, hosting parent meetings, maintaining consistent and supportive communication with families, releasing ownership of learning to students and engaging student in the school community through participation in conservatories and after school programs.

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 2022 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

-English Language Arts (overall "Low" - 18.1 points below standard). The following subgroups were "Low" (Black or African American - 24.8 points below standard; Socioeconomically Disadvantaged- 24.6 points below standard). To improve in the area of English Language Arts, our school has developed focus standards, as well as aligning our curriculum maps and increasing our data driven instruction through professional development and training.

-Math (overall "Very Low" - 116.2 points below standard). The following subgroups were "Very Low" (Black or African American - 124.4 points below standards; Socioeconomically Disadvantaged -119.8 points below standard) To improve in the area of Mathematics, our school has developed focus standards, as well as aligning our curriculum maps and increasing our data driven instruction through professional development and training.

-Chronic Absenteeism (overall "Very High" - 29.5% chronically absent). The following subgroups were "Very High" (Black or African American - 25% chronically absent; Hispanic/Latinx - 46.7% chronically absent; Socioeconomically Disadvantaged, 32.4% chronically absent). Garvey/Allen STEAM Academy has identified a need in Chronic Absenteeism, with a 2022 Dashboard level of Very High overall and for all student groups. We will address this need through established systems and routines, reward systems and parent engagement strategies to address this need. The addition of a School Social Worker will also support attendance initiatives. To improve in this area, our school has launched a standard operation procedure for attendance - it is a regular focus of our office staff to verify absences, identify students for "re-engagement" and to provide additional resources to families as they relate to attendance issues whenever possible and appropriate (providing food, clothes, helping connect families to resources related to social services). We have also added an extensive rewards system for students who are attending school regularly. Our School Counselor has developed a communications system to address habitually absent students including a comprehensive School Attendance Review Team (SART) process. We used LCAP funds to provide additional hours to our existing office staff to support attendance efforts and positive rewards for students who attend school regularly.

-The 2022 Dashboard English Learner Progress Indicator is blank due to the few number of students that GAVPAA STEAM Academy serves. Students receive ELD instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English in their core content areas.

Connect Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

LCAP Highlights

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

The 2023-24 LCAP addresses Garvey/Allen STEAM Academy's mission and vision. The school has developed three goals:

1. Garvey/Allen STEAM Academy 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 2024. Garvey/Allen STEAM Academy will improve the number/percent of all students who met or exceeded the standard by 10% from Spring 2023 to Spring 2024;

2. Garvey/Allen STEAM Academy 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.

3. Garvey/Allen STEAM Academy 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.

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.

Garvey/Allen STEAM Academy 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.

Garvey Allen STEAM Academy 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.

Garvey Allen STEAM Academy 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 process of how Garvey/Allen STEAM Academy engaged educational partners for input before finalizing the LCAP included the following:

The Public Comment Period was 5/16/2023-5/19/2023

Posted the LCAP on the website with a link to engage in collecting a feedback email. 5/25/2023

Administrator engaged and collected feedback from the School Site Council. 5/16/2023

Administrator responded to feedback emails in writing as applicable. 5/16/2023-5/19/2023

Engaged in collecting feedback on the goals and actions with middle school students. 5/23/2023

Engaged in collecting feedback on the goals and actions with Achievement Guides and staff during staff meeting. 5/19/2023

Collaborated with the EDCOE Charter SELPA to improve the quality of the LCAP. 5/23/2023-6/9/2023

Emailed the LCAP, Annual Update, and BOP to all educational partners with a link to a feedback email. 6/3/2023

Reviewed the goals and actions with the Board at Board meetings. 5/25/2023

Garvey/Allen STEAM Academy has evaluated its engagement opportunities for educational partners and determined tribes, civil rights organizations, homeless youth, and children who are incarcerated are neither present nor served by Garvey/Allen STEAM Academy. Likewise, Garvey/Allen STEAM Academy teachers and personnel are not represented by local bargaining units.

The purpose was for all educational partners to take ownership of the LCAP and its implementation. All educational partners have been encouraged to provide the Garvey/Allen STEAM Academy 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, rigorous instructions, 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: 5/25/2023.

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: 6/29/2023.

A summary of the feedback provided by specific educational partners.

Local Climate Survey 2023

Parents/Guardians

Goal 1

My child's school provides a quality education that focuses on the academic success of each child. 97% Strongly Agree/Agree

My child's school offers supports that help my child to be academically successful. 93% Strongly Agree/Agree

My child's school provides a variety of activities for my child. 88% Strongly Agree/Agree

My child's school promotes academic success for all students. 96% Strongly Agree/Agree

My child's school offers effective supports for English Learners. Of parents of English Learners: 64% Strongly Agree/Agree

My child's school offers activities that prepare my child for college (Ex. college readiness activities, STEM). 89% Strongly Agree/Agree

My child's school offers activities that prepare my child for careers (Ex. Career Awareness Activities, Project-based learning). 89% Strongly Agree/Agree

My child's school offers interventions for my child when they are struggling (Ex. Office Hours/Tutoring, etc. 90% 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. 90% Strongly Agree/Agree

My child's school treats all students with respect. 93% Strongly Agree/Agree

My child's school maintains school rules equally for my child and all students. 90% Strongly Agree/Agree

My child's school is a safe place. 96% Strongly Agree/Agree

My child's school offers social emotional supports for my child. 89% Strongly Agree/Agree

Goal 3

My child's school seek parent input. 96% Strongly Agree/Agree

I feel welcome to participate in activities at my child's school. 93% Strongly Agree/Agree

My child's school keeps me informed about school activities. 96% Strongly Agree/Agree

My child's school offers helpful parent education workshops and opportunities. 72% Strongly Agree/Agree

I rely on phone-calls and text for information about my child's school. 97% Strongly Agree/Agree

I rely on emails for information about my child's school. 94% Strongly Agree/Agree

I rely on the school website for information about my child's school. 79% Strongly Agree/Agree

Achievement Guides/Staff

What do you like about working at Garvey/Allen STEAM Academy?

Colleagues 50%

Job Satisfaction 20%

Small Class Size 20%

Collaboration 10%

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

Our school employs highly qualified teachers. 90% Strongly Agree/Agree

Our school ensures sufficient access to standards-aligned instructional materials, including technology. 90% Strongly Agree/Agree

Our school has implemented State Standards in all content areas for all students including ELs and SWDs. 80% Strongly Agree/Agree

Our school provides student access to a broad curriculum. 100% Strongly Agree/Agree

Students at our school are achieving at high levels. 80% Strongly Agree/Agree

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

Our school focuses on high attendance rate for students. 100% Strongly Agree/Agree

Our school implements schoolwide PBIS. 100% Strongly Agree/Agree

Our school addresses serious behavior problems appropriately. 100% Strongly Agree/Agree

I regularly use student achievement data to make decisions about teaching. 60% Strongly Agree/ Agree

Which goal is your highest priority?

1 Parent communication about student

2 Student Attendance

3 Positive School Climate

Achievers (Students)

My favorite things about Garvey/Allen STEAM Academy are:

Friends 85.4%

Lunch/Breakfast/Gwen's Grotto 60.4%

Activities 50%

Conservatories 31.3%

Achievement Guides (teachers) 33.3%

Garvey/Allen STEAM Academy should improve:

Sports/Activities 56.3%

Small Class Size 41.7%

Lunch/Breakfast/Gwen's Grotto 39.6%

My teachers expect me to do my best. 68.8%

My teachers care about me. 54.2%

I can talk to my teachers when I have a problem. 54.1%

My teachers answer my questions and gives me extra help. 54.2%

My teachers' assignments teach me new things. 47.9%

My principal cares about my academic success. 66.7%

My principal cares about my safety. 66.7%

My principal walks around the campus and visits my classes. 75%

My CEO cares about my safety. 75%

My CEO cares about my academic success. 75%

My CEO helps solve problems at school. 66.7%

I feel safe at school. 77.1%

I feel that my classes are preparing me for high school, college and my future career. 79.2%

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, rigorous 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.

Garvey/Allen STEAM Academy 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

Goal #	Description
1	Garvey/Allen STEAM Academy 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 2024. Garvey/Allen STEAM Academy will improve the number/percent of all students at or above grade level by 10% from Spring 2023 to Spring 2024

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and examination of data, Garvey/Allen STEAM Academy 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 OUTCOMES Percent of students meeting or exceeding state-established proficiency levels and Distance from Standard "DFS"	SBAC ELA OUTCOMES 45.38% met or exceeded standard Distance from Standard (DFS) 	2022	DFS
---	---
Overall	-18.1
Black	-24.8
Latinx	1.3
SED	-24.6
SWD	-77.6	 Data Year: Spring 2022 Data Source: CAASPP Student Score Data Extract from TOMS	SBAC ELA OUTCOMES 45.38% met or exceeded standard Distance from Standard (DFS) 	2022	DFS
---	---
Overall	-18.1
Black	-24.8
Latinx	1.3
SED	-24.6
SWD	-77.6	 Data Year: Spring 2022 Data Source: CAASPP Student Score Data Extract from TOMS	SBAC ELA OUTCOMES 33.3% met or exceeded standard Distance from Standard (DFS) 	2023	DFS
---	---
Overall	TBD
Black	TBD
Latinx	TBD
SED	TBD
SWD	TBD | Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS	Intentionally Left Blank	SBAC ELA OUTCOMES 45% met or exceeded standard Distance from Standard (DFS) | 2024	DFS
---	---
Overall	
Black	
Latinx	
SED	
SWD		 Data Year: Spring 2024 Data Source: CAASPP Student Score Data Extract from TOMS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC MATH OUTCOMES Percent of students meeting or exceeding state-established proficiency levels and Distance from Standard "DFS"	SBAC MATH OUTCOMES 10.08% met or exceeded standard Distance from Standard (DFS) 	2022	DFS
---	---
Overall	-116.2
Black	-124.4
Latinx	-111.5
SED	-119.8
SWD	-181.5	 Data Year: Spring 2022 Data Source: CAASPP Student Score Data Extract from TOMS	SBAC MATH OUTCOMES 10.08% met or exceeded standard Distance from Standard (DFS) 	2022	DFS
---	---
Overall	-116.2
Black	-124.4
Latinx	-111.5
SED	-119.8
SWD	-181.5	 Data Year: Spring 2022 Data Source: CAASPP Student Score Data Extract from TOMS	SBAC MATH OUTCOMES 16.6% met or exceeded standard Distance from Standard (DFS) 	2023	DFS
---	---
Overall	TBD
Black	TBD
Latinx	TBD
SED	TBD
SWD	TBD | Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS		SBAC MATH OUTCOMES 30% met or exceeded standard Distance from Standard (DFS) | 2024	DFS
---	---
Overall	
Black	
Latinx	
SED	
SWD		 Data Year: Spring 2024 Data Source: CAASPP Student Score Data Extract from TOMS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST SCIENCE OUTCOMES Percent of students meeting or exceeding state-established proficiency levels	CAST SCIENCE OUTCOMES 16.66% met or exceeded standard	CAST SCIENCE OUTCOMES 16.66% met or exceeded standard	CAST SCIENCE OUTCOMES 0.09% met or exceeded standard		CAST SCIENCE OUTCOMES 20% met or exceeded standard

Baseline

2022	%
Overall	16.66%
5th	28.57%
8th	12.50%

Data Year: Spring 2022

Data Source: CAASPP Student Score Data Extract from TOMS

Year 1 Outcome

2022	%
Overall	16.66%
5th	28.57%
8th	12.50%

Data Year: Spring 2022

Data Source: CAASPP Student Score Data Extract from TOMS

Year 2 Outcome

2023	%
Overall	0.09%
5th	
8th	

Data Year: Spring 2023

Data Source: CAASPP Student Score Data Extract from TOMS

Desired Outcome for 2023–24

2024	%
Overall	
5th	
8th	

Data Year: Spring 2024

Data Source: CAASPP Student Score Data Extract from TOMS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading Assessments	iReady Spring 2021 Reading Diagnostic Data According to the 3rd Reading Diagnostic Results (End Of Year View): 31% of students were on or above grade level. 29% of students are one grade level below 13% of students are two or more grade levels below, 27% of students are three or more grade levels below. According to the Diagnostic Growth Report: 44% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.	iReady Spring 2022 Reading Diagnostic Data According to the 3rd Reading Diagnostic Results (End Of Year View): 13% of students are mid or above grade level. 22% of students are early on on grade level. 13% of students are two or more grade levels below. 37% of students are three or more grade levels below. According to the Diagnostic Growth Report: 63% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.	iReady Spring 2023 Reading Diagnostic Data According to the 3rd Reading Diagnostic Results (End Of Year View): 28% of students are on or above grade level. 30% of students are one grade level below or early on grade level. 15% of students are two or more grade levels below. 28% of students are three or more grade levels below. According to the Diagnostic Growth Report: 55% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.	Intentionally left blank	iReady Spring 2024 Reading Diagnostic Data According to the 3rd Reading Diagnostic Results (End Of Year View): 40% of students are on or above grade level. 30% of students are one grade level below or early on grade level. 10% of students are two or more grade levels below. 20% of students are three or more grade levels below. According to the Diagnostic Growth Report: 75% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Math Assessments	iReady Spring 2021 Math Diagnostic Data According to the 3rd Math Diagnostic Results (End Of Year View): 4% of students were on or above grade level. 10% of students are early on grade level. 18% of students are one grade level below 18% of students are two or more grade levels below, 38% of students are three or more grade levels below. According to the Diagnostic Growth Report: 35% of students schoolwide made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.	iReady Spring 2022 Math Diagnostic Data According to the 3rd Math Diagnostic Results (End Of Year View): 14% of students were on or above grade level. 29% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below, 37% of students are three or more grade levels below. According to the Diagnostic Growth Report: 65% of students schoolwide made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.	iReady Spring 2023 Math Diagnostic Data According to the 3rd Math Diagnostic Results (End Of Year View): 23% of students are on or above grade level. 26% of students are one grade level below or early on grade level. 17% of students are two or more grade levels below. 35% of students are three or more grade levels below. According to the Diagnostic Growth Report: 46% of students schoolwide made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.		iReady Spring 2024 Math Diagnostic Data According to the 3rd Math Diagnostic Results (End Of Year View): 30% of students are on or above grade level. 30% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below. 20% of students are three or more grade levels below. According to the Diagnostic Growth Report: 75% of students schoolwide made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	Fewer than 11 students enrolled 2020-21 CA Dashboard	2021-22 Summative ELPAC Data not available due to a very small number of EL students enrolled.	2022-23 Summative ELPAC Data not available due to a very small number of EL students enrolled.	Intentionally Left Blank	>15% 2023-24 CA Dashboard
EL Progress toward English Proficiency	Fewer than 11 students enrolled Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	Data not available due to a very small number of students taking the test Data Year: 2021-22 Data Source: DataQuest ELPAC Summative	Data not available due to a very small number of students taking the test Data Year: 2022-23 Data Source: CA Dashboard 2022 DataQuest ELPAC Summative	Intentionally Left Blank	ELPAC/ELPI Data Year: 2023-24 Data Source: CA Dashboard 2023 DataQuest ELPAC Summative
Access to Standards Aligned Instructional Materials	100% 2020-21 Textbook Inventory	100% 2021-22 Textbook Inventory	100% 2022-23 Textbook Inventory		100% 2023-24 Textbook Inventory
Implementation of State Standards	60% Fidelity	80% Fidelity as evidenced by teacher lesson observation	90% 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.	[$ 20,000.00	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 the needs of the identified students. The Achievement Guides will be guided through this process with school leaders, trainers or 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.	[$ 30,000.00	Y

Action #	Title	Description	Total Funds	Contributing
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.	[$ 10,000.00	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 concluded that the administrator will participate in 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. Garvey/Allen STEAM Academy 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.	$18,750.00	Y
5	1.5 Procedures and Protocols	Garvey/Allen STEAM Academy 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, how often, who); determine our evaluation cycles- who, when how often, review and update the Garvey/Allen STEAM Academy schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).	$10,000.00	N

Action #	Title	Description	Total Funds	Contributing
6	1.6 Staffing	Garvey/Allen STEAM Academy currently staffs: Executive Director Site Administrator Achievement Guides (Teachers) Counselors Chief External Relations Officer Operations Staff	$1,106,754.00	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 will benefit from intervention, the action being provided will occur on a schoolwide basis.	$0 (See action 6)	Y

Action #	Title	Description	Total Funds	Contributing
8	1.8 Paraprofessionals	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 assessments in ELA and Math (CAASPP). Based on the educational partner feedback, students need additional adult support to ensure understanding of core content. Garvey/Allen STEAM will provide paraprofessionals to provide direct service to students in the classroom under the direction of certificated Achievement Guides. 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 learnings will increase as the action is designed to meet the needs of the identified students.	$105,008.00 (See Action 6)	Y
9	1.9 After-School Program (Achieve 2:15) and Summer School	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. Garvey/Allen STEAM will provide a robust after-school program and summer school for the identified students. Garvey/Allen STEAM will provide an 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 that all students will benefit from the after-school program and tutoring, the action will be provided on a schoolwide basis.	$ 35,000.00 (See Action 6)	Y

Action #	Title	Description	Total Funds	Contributing
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 iReady, Achieve 3000, Read180 and other online and text materials. Garvey/Allen STEAM 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.	$ 50,000.00	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. Garvey/Allen STEAM 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 will increase because of the action focusing on high-quality instruction for the identified students. Moreover, because we expect that all students will benefit from improved instructional strategies and delivery, the action will be provided on a schoolwide basis.	$10,000.00	Y

Goal Analysis for 2022-23

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.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include a strong focus on professional development where the team has developed instructional practice strategies, design, and has proactively planned lessons that include Do Nows and Exit Slips. Our Charter School continues to focus on the integration of our STEAM programming by incorporating our Visual and Performing Arts Program ("VAPA") into the core curriculum via Project Based Learning. A display of this learning is conducted three times a year in our Exhibitions. In regard to instruction, the team is working on filling in the gaps with comprehension strategies and vocabulary development. Teachers have worked to establish an increased understanding in math concepts and skills while also using regular data analysis to determine student academic needs. The faculty is utilizing a variety of assessments to monitor progress, such as iReady, data, DOK level 3 & 4 questions, formative assessments to inform instruction. Student centered practices, student led conferences, and Big 5 Data student data reflections were also successful. The administrative team put more focus and energy on building team culture, establishing systems and routines, and providing development and practice opportunities for all staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 1. The actions and services were implemented as planned as evidenced by the improved DFS for all students as measured by the SBAC in Math and reported on CA School Dashboard in Fall 2023.

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 Garvey/Allen STEAM Academy will improve the DFS for all students as measured by the SBAC in Math and reported on CA School Dashboard by Fall of 2023.

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.

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated with data from 2022-23 for all metrics.

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

Goal #	Description
2	Garvey/Allen STEAM Academy 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, Garvey/Allen STEAM Academy 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	87.53% 2021-22 P-2 Attendance	90.16% 2022-23 P-2 Attendance		>90% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	7.69% 2020-21 CA Dashboard	29.5% 2021-22 CA Dashboard	TBD 2022-23 CA Dashboard		<20% 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0% 2020-21 DataQuest	0% 2021-22 DataQuest	0% 2021-22 DataQuest		<1% 2023-24 DataQuest
Suspension Rate	0% 2020-21 CA Dashboard	0% 2021-22 CA Dashboard	1.9% 2022-23 CA Dashboard		<1% 2023-24 CA Dashboard
Expulsion Rate	0% 2020-21 DataQuest	0% 2021-22 DataQuest	0% 2022-23 DataQuest		<1% 2023-24 DataQuest
Facilities in Good Repair	Good 2020-21 FIT Report	Good 2021-22 FIT Report	Good 2022-23 FIT Report		Good 2023-24 FIT 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 2022-23 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 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 FIT report.	$476,805.00	N
2	2.2 Positive School Climate	Garvey/Allen STEAM Academy will support the Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Garvey/Allen STEAM Academy will incentivize positive behavior through the use of SEL Curriculum, Ron Clark Strategies, the House System, weekly drawings, incentives, and rewards for school competitions. Garvey/Allen STEAM Academy will host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement.	$ 10,000.00	N
3	2.3 Positive Daily Attendance	Garvey/Allen STEAM Academy will employ an Office Assistant who will 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. The school will develop a Garvey/Allen STEAM Academy culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$45,000.00	N

Action #	Title	Description	Total Funds	Contributing
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. Garvey/Allen STEAM Academy 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 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.	$70,000.00 (See Action 6)	Y

Action #	Title	Description	Total Funds	Contributing
5	2.5 School Supplies	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. Garvey/Allen STEAM Academy 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 a 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.	[$ 20,000.00	Y
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.	$576,738.00 (See Action 6)	N

Goal Analysis 2022-23

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.

Garvey/Allen STEAM Academy supported the social emotional well-being of all students through character development and enrichment activities in Advisory Classes, clubs, School events and activities and by utilizing Ron Clark and restorative justice practices. School Counselor provided 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. Individual and group counseling also assisted to better support students who have experienced trauma. Schoolwide initiatives such as: See Something Say Something, Be Kind and Mindfulness days also contributed to a reduction in behavior incidents and overall positive school environment.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 2. 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.

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated with data from 2022-23 for all metrics.

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	Garvey/Allen STEAM Academy 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, Garvey/Allen STEAM Academy 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 are credentialed and appropriately assigned 2022-23 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	83% of students/Achievement Guides/parents sense of school safety and connectedness 2022-23 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	97% of parents are satisfied with the educational program at GAVPAA STEM. 2022-23 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	96% of students feel safe at school. 2022-23 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. 2022-23 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	9 Parent Workshops 2022-23 Agenda/Sign-in Sheets		10 Parent Workshops 2023-24 Agenda/Sign-in Sheets
School Site Council	Garvey/Allen STEAM Academy will host 4 SSC meetings per year 2020-21 Agenda/Sign-in Sheets	Garvey/Allen STEAM Academy hosted 4 SSC meetings this year 2021-22 Agenda/Sign-in Sheets	Garvey/Allen STEAM Academy hosted 4 SSC meetings this year 2022-23 Agenda/Sign-in Sheets		Garvey/Allen STEAM Academy will host 4 SSC meetings per year 2023-24 Agenda/Sign-in Sheets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 value PLCs. 2022-23 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.	$2,000.00	N
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, Achievement Guides, and staff.	$20,000.00	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.	$ 5,000.00	N

Goal Analysis 2022-23

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.

Parents participated in various parent education classes throughout the school year including: Substance Abuse Education, Internet Safety and access to Infinite Campus and Class Dojo. Parent meetings, held monthly, addressed the overall school program including: assessment results, socio-emotional development and PBIS programs and events. Garvey/Allen STEAM Academy Staff participated in SEL professional development and PLCs that focused on student behavior data analysis. Communication to families increased which included three school update messages a week, social media and school website as avenues of communication.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3. The funds budgeted for Goal 3 actions and services were implemented and used to ensure Garvey/Allen STEAM Academy 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, Garvey/Allen STEAM Academy remained in close communication with the parents, staff, Garvey/Allen STEAM Academy 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 parents/guardians Garvey/Allen STEAM Academy, 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.

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated with data from 2022-23 for all metrics.

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 [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$556,571.00	$39,769.65

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
29.17%	0%	$0	29.17%

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 Garvey/Allen STEAM Academy 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 Garvey/Allen STEAM Academy 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 2023-24 estimated the amount of supplemental and concentration grant funding to be $556,571.00 which is proportionate 29.17% 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, it has calculated Garvey/Allen STEAM Academy that it will receive $556,571.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 29.17%. Garvey/Allen STEAM Academy has demonstrated that it has met the 29.17% 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 reclassified 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 22.6%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and reclassified 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 Garvey/Allen STEAM Academy to increase its support systems. This percentage serves as the benchmark with which Garvey/Allen STEAM Academy will measure this plan to increase or improve services to the identified students as compared to services provided to all pupils. Through the goals set in the LCAP, Garvey/Allen STEAM Academy 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	10:1 Instructional Assistants
Staff-to-student ratio of certificated staff providing direct services to students	N/A	25:1 Teachers, Intervention Teachers, EL Teachers, Counselors, SPED Teachers, Psychologist, etc

Instructions

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:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 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.

Statutes and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site 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 substantially 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 displayed. 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)

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o   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)

  o   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

    o   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)

    o   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

    o   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)

    o   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 (%)

    o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o   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)

    o   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 %)

- 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)

  - 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)

  - 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)

  - 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).

California Department of Education
January 2022

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,600,055	$ -	$ -	$ 21,000	2,621,055	$ 1,919,500	$ 701,555

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Ensure Fidelity to Core Curriculum	All	$ 20,000	$ -	$ -	$ -	$ 20,000
1	2	Professional Learning Communities	LI, EL, FY	$ 30,000	$ -	$ -	$ -	$ 30,000
1	3	Data Informed Instruction	All	$ 10,000	$ -	$ -	$ -	$ 10,000
1	4	Administrator Professional Development/Coaching	LI, EL, FY	$ 18,750	$ -	$ -	$ -	$ 18,750
1	5	Procedures and Protocols	All	$ 10,000	$ -	$ -	$ -	$ 10,000
1	6	Staffing	All	$ 1,106,754	$ -	$ -	$ -	$ 1,106,754
1	7	Intervention Teachers	LI, EL, FY	$ -	$ -	$ -	$ -	$ -
1	8	Paraprofessionals	LI, EL, FY	$ 105,008	$ -	$ -	$ -	$ 105,008
1	9	After-School Program and Summer School	LI, EL, FY	$ 32,000	$ -	$ -	$ 3,000	$ 35,000
1	10	Intervention Instructional Materials	LI, EL, FY	$ 46,000	$ -	$ -	$ 4,000	$ 50,000
1	11	Instructional Strategies PD	LI, EL, FY	$ 6,000	$ -	$ -	$ 4,000	$ 10,000
2	1	Clean, Safe Facility	All	$ 476,805	$ -	$ -	$ -	$ 476,805
2	2	Positive School Climate	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	3	Positive Daily Attendance	All	$ 45,000	$ -	$ -	$ -	$ 45,000
2	4	Achievement Manager (School Counselor)	LI, EL, FY	$ 67,000	$ -	$ -	$ 3,000	$ 70,000
2	5	School Supplies	LI, EL, FY	$ 15,000	$ -	$ -	$ 5,000	$ 20,000
2	6	Conservatory Achievement Guides (Teachers)	All	$ 576,738	$ -	$ -	$ -	$ 576,738
3	1	Parent Education	All	$ -	$ -	$ -	$ 2,000	$ 2,000
3	2	Technology and Technological Support	All	$ 20,000	$ -	$ -	$ -	$ 20,000
2	3	Parent Communication Application	All	$ 5,000	$ -	$ -	$ -	$ 5,000

2023-24 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)	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)
$ 393,442	$ 319,758	$ -	$ 319,758	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	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)
1	2	Professional Learning Communities	Yes	$ 30,000		0.00%	0.00%
1	4	Administrator Professional Development/Coaching	Yes	$ 18,750		0.00%	0.00%
1	7	Intervention Teachers	Yes	$ -		0.00%	0.00%
1	8	Paraprofessionals	Yes	$ 105,008		0.00%	0.00%
1	9	After-School Program and Summer School	Yes	$ 32,000		0.00%	0.00%
1	10	Intervention Instructional Materials	Yes	$ 46,000		0.00%	0.00%
1	11	Instructional Strategies PD	Yes	$ 6,000		0.00%	0.00%
2	4	Achievement Manager (School Counselor)	Yes	$ 67,000		0.00%	0.00%
2	5	School Supplies	Yes	$ 15,000		0.00%	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	$ 2,697,430.40

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Ensure Fidelity to Core Curriculum	No	$ 45,000	$ 57,341
1	2	Professional Learning Communities	Yes	$ 34,000	$ 25,538
1	3	Data Informed Instruction	Yes	$ 10,000	$ 10,000
1	4	Administrator Professional Development/Coaching	Yes	$ 45,000	$ 18,750
1	5	Procedures and Protocols	No	$ 10,000	$ 10,000
1	6	Staffing	Yes	$ 1,156,046	$ 1,331,863
1	7	Intervention Teachers	No	$ 146,692	$ 150,000
1	8	Paraprofessionals	No	$ 40,887	$ 44,000
1	9	After-School Program and Summer School	Yes	$ 42,010	$ 44,000
1	10	Intervention Instructional Materials	Yes	$ 41,000	$ 28,053
1	11	Instructional Strategies PD	Yes	$ 24,000	$ -
2	1	Clean, Safe Facility	Yes	$ 416,000	$ 349,186
2	2	Positive School Climate	No	$ 122,456	$ -
2	3	Positive Daily Attendance	No	$ 30,000	$ 35,000
2	4	Achievement Manager (School Counselor)	No	$ 66,000	$ 70,000
2	5	School Supplies	No	$ 15,000	$ 14,657
2	6	Conservatory Achievement Guides (Teachers)	Yes	$ 360,035	$ 492,042
3	1	Parent Education	Yes	$ 2,000	$ 2,000
3	2	Technology and Technological Support	Yes	$ 15,000	$ 15,000
2	3	Parent Communication Application	Yes	$ 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	$ 394,998	$ 40,591

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	$ 25,538.00	0.00%	0.00%
$ 45,000	$ 18,750.00	0.00%	0.00%
$ 146,692	$ 150,000.00	0.00%	0.00%
$ 40,887	$ 44,000.00	0.00%	0.00%
$ 39,010	$ 44,000.00	0.00%	0.00%
$ 37,000	$ 28,053.00	0.00%	0.00%
$ 20,000	$ -	0.00%	
$ 63,000	$ 70,000.00	0.00%	0.00%
$ 10,000	$ 14,657.00	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)	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)
$ 1,462,881	$ 393,442	0.00%	26.90%	$ 394,998	0.00%	27.00%	$0.00 - No Carryover	0.00% - No Carryover