

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy Salida

CDS Code: 50-71266-0124768

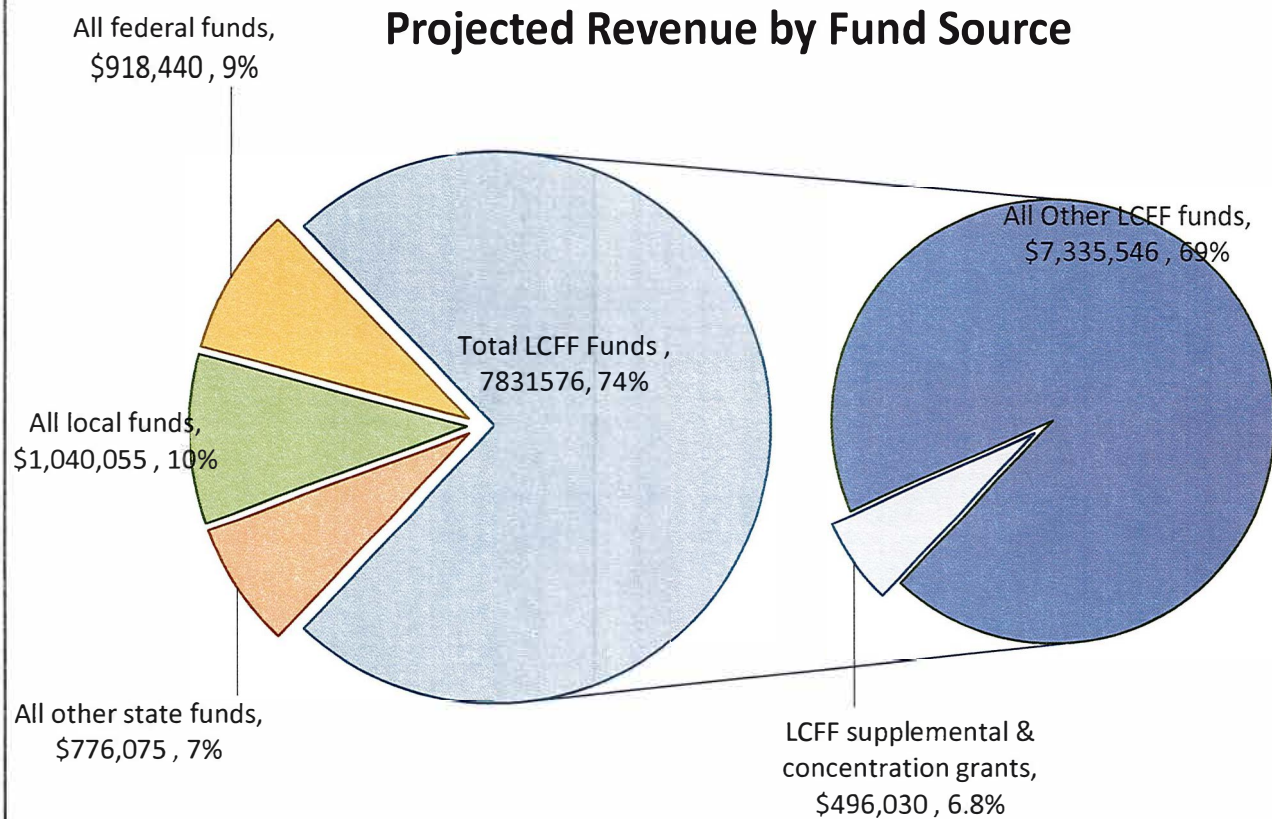
School Year: 2022 – 23

LEA contact information: Tom Anderson, CEO/Superintendent t.anderson@greatvalleyacademy.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

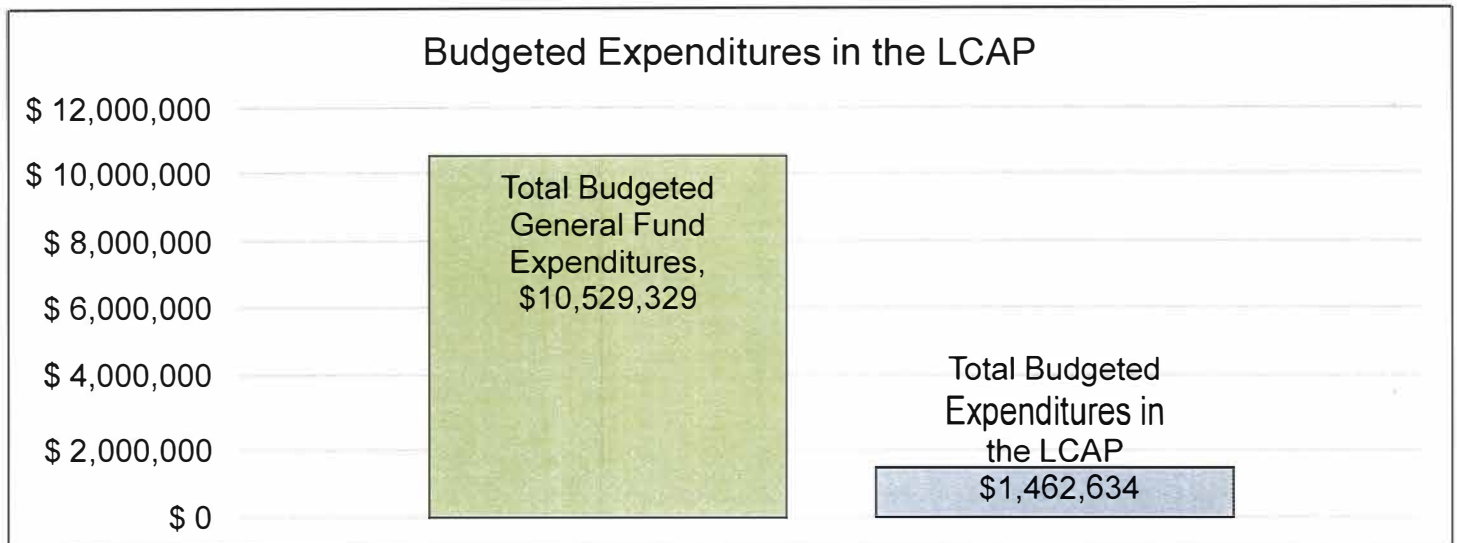


This chart shows the total general purpose revenue Great Valley Academy Salida expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Great Valley Academy Salida is \$10,566,146.00, of which \$7,831,576.00 is Local Control Funding Formula (LCFF), \$776,075.00 is other state funds, \$1,040,055.00 is local funds, and \$918,440.00 is federal funds. Of the \$7,831,576.00 in LCFF Funds, \$496,030.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Great Valley Academy Salida plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Great Valley Academy Salida plans to spend \$10,529,329.00 for the 2022 – 23 school year. Of that amount, \$1,462,634.00 is tied to actions/services in the LCAP and \$9,066,695.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

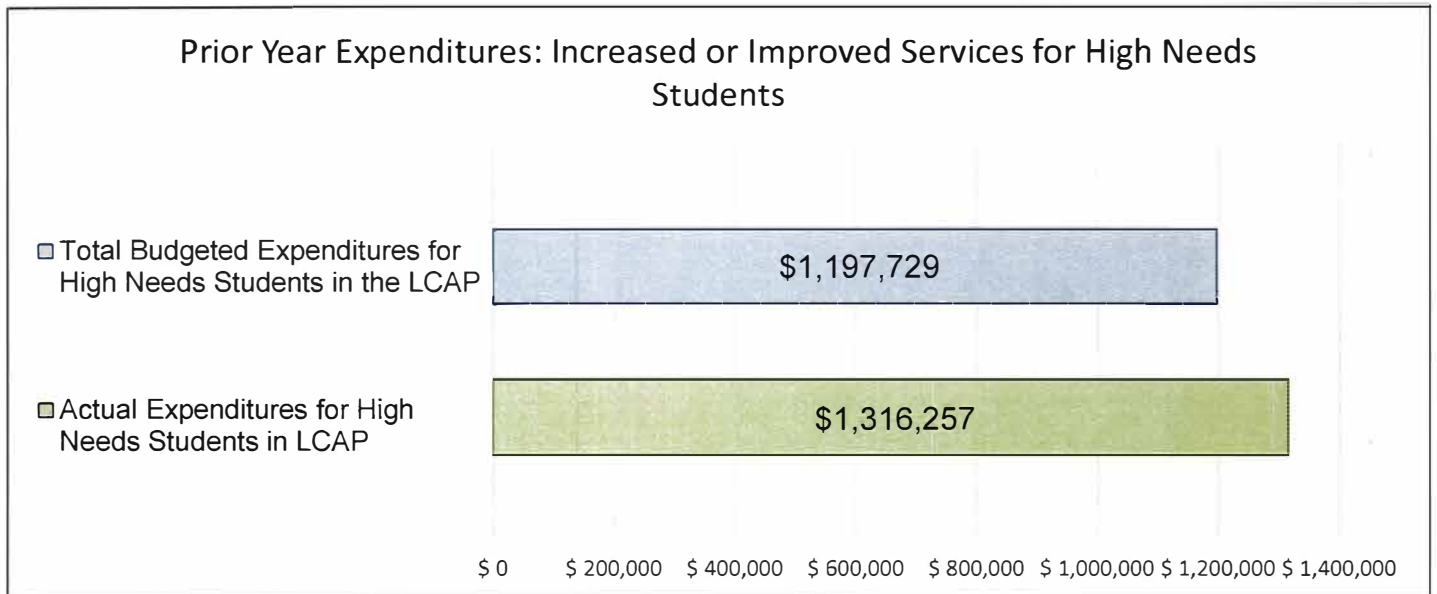
The majority (73%) of our budgeted expenditures are personnel related (certificated, classified salaries and benefits). Other expenses include supplies (curriculum, instructional resources), facilities (building, grounds) and outside services (specialized student services, annual audit, etc.).

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

In 2022 – 23, Great Valley Academy Salida is projecting it will receive \$496,030.00 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy Salida must describe how it intends to increase or improve services for high needs students in the LCAP. Great Valley Academy Salida plans to spend \$497,184.00 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 2021 – 22



This chart compares what Great Valley Academy Salida budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Great Valley Academy Salida estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Great Valley Academy Salida's LCAP budgeted \$1,197,729.00 for planned actions to increase or improve services for high needs students. Great Valley Academy Salida actually spent \$1,316,257.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy-Salida	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

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

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

GVA has been facilitating surveys and ongoing communication with staff, students and families for more than 5 years. We continue to use these formats to communicate and solicit input on what’s working, what’s not working and what additional supports/resources would be most impactful.

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

Not Applicable, our number of unduplicated pupils is less than 55%.

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

GVA has been facilitating surveys and ongoing communication with staff, students and families for more than 5 years. In the current school year, we facilitated one educational partner survey in October and will facilitate an additional survey in the spring. We continue to use these formats to communicate and solicit input on what’s working, what’s not working and what additional supports/resources would be most impactful.

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

GVA is using these and other funds to:

- *provide character education and supports
- *provide mental health services to students
- *provide additional in class academic and social emotional supports

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

GVA continues to use fiscal resources in support of students:

- *100% in person learning
 - access to onsite and take home Covid 19 testing in support of keeping students in class
- *additional in class and out of class academic and social emotional supports
- *access to mental health services
- *expanding access to take home reading (more books!)
- *dedicated resources in support of English learners, student with exceptional needs, students experiencing socioeconomic challenges, foster youth and students experiencing homelessness
- *free breakfast and lunch for all students

GVA continues to use fiscal resources in support of staff:

- *100% in person learning
 - access to onsite and take home Covid 19 testing in support of keeping staff at work
- *access to mental health services
- *provision of new teacher support (dedicated resources)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy-Salida	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

Salida LCAP Outcome & Expenditure Supplement 2021.2022

Measuring and Reporting Results

Metric	Baseline	Mid-Year 1 Outcome
CAASPP ELA 2019	46% meet/exceed standards	Not applicable 2021
CAASPP Math 2019	33% meet/exceed standards	Not applicable 2021
NWEA-MAP 2021 Math	67% made growth	Not yet available
NWEA-MAP 2021 Reading	69% made growth	Not yet available
NWEA-MAP 2021 Language	78% made growth	Not yet available
ELPAC 2019 English learners making progress towards proficiency	49% made progress towards proficiency	Not yet available
EL Reclassification rate 2019	46% of English learners will be reclassified	Not yet available

Metric	Baseline	Mid-Year 1 Outcome
Access to standards aligned materials-Academic standards self-reflection tool 2021	Average-item 2 3.6	Not yet available
Teacher misassignment rate	0% for charter schools	0% for charter schools
Facilities rated Good or better	Rating Good on 2020 SARC	Rating Good on 2021 SARC
Implementation of Common Core State Standards-Academic self-reflection tool 2021	Average rating of items 1-3 (excluding ELD) 3.8	Not yet available
Implementation of English language development standards-Academic self-reflection tool 2021	Average rating of items 1-3 (ELD only) 2.0	Not yet available
Student access & enrollment in all required areas of study-Access to broad course of study self-reflection 2021	Dashboard local indicator-Met	Not yet available

Actions/Expenditures

Action #	Title	Description	Total Funds	Midyear Expenditures @12.31.22
1	New teacher support	Support new teachers participating in induction process by providing fully paid access to Stanislaus County Office of Education (SCOE) induction program, and by providing onsite support	\$25,000	\$43,865
2	Professional development-Common Core State Standards (CCSS)	Provide staff access to standards aligned professional development	\$25,000	\$1,305
3	Access to CCSS aligned materials	Continued investment and expansion of CCSS aligned instructional resources	\$100,000	\$66,203
4	Access to intervention opportunities in reading and math	Provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners	\$160,000	\$66,777
5	Expanded access to take home reading materials	Provide additional books for classroom libraries and connecting room to increase access to books for at home use, and part time library staff	\$36,500	\$0
06	Maintain internet infrastructure and security	Provide oversight, maintenance, upgrades as well as support of student/staff devices and online instructional resources	\$62,800	\$26,616
7	Annual assessment NWEA-MAP	Annual license cost for NWEA-MAP assessment; for use in planning student instructional objectives and to monitor student growth	\$12,500	\$500
8	Targeted supports for English learners and socioeconomically disadvantaged students	Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.	\$41,600	\$19,789
9	Resources and professional development supporting further implementation of ELD standards	English Language Development (ELD) focused instructional resources and professional development	\$10,000	\$2,470

Action #	Title	Description	Total Funds	Midyear Expenditures @12.31.22
10	Maintenance of facilities	Facilities will be maintained to provide a safe learning environment	\$282,900	\$138,084
11	Resource staffing in support of students with special needs	Maintain and develop our resource department on support of our students with special needs	\$291,022	\$124,377

Measuring and Reporting Results

Metric	Baseline	Mid-Year 1 Outcome
Attendance rate-2019	95.07%	96.16% 2020-2021
Chronic absenteeism rate-2019	9.1%	9.3% 2020-2021
Suspension rate-2019	2.6%	.1% 2020-2021
Expulsion rate-2019	0%	0% 2020-2021
Jr. High dropout rate-2019	0%	0% 2020-2021
Parents report feeling welcome on campus-2021 family survey	96%	Not yet available
Parents report child is happy to come to school always/most of the time -2021 family survey	95%	Not yet available
Students report feeling safe on campus-2021 student survey (3 rd -8 th)	93%	Not yet available
Parents are engaged- Parent Engagement Self Reflection Tool	Average = 2.9	Not yet available

Actions/Expenditures

Action #	Title	Description	Total Funds	Midyear Expenditures @12.31.22
1	Host parent/family meetings	Provide supplies, snacks and onsite childcare	\$1,000	\$0
2	Host family centered activities	Provide supplies, snacks and onsite childcare	\$5,000	\$1,998
3	Provide students with access to onsite support services (social emotional support)	Provide onsite social emotional support, subcontracted student assistance specialist services	\$52,000	\$18,597
4	Provide students with access to onsite support services (mental health support)	Provide onsite mental health support, subcontracted mental health clinician	\$49,000	\$19,351
5	Provide character education to students, teachers, parents	Provide character education primarily working with students, staff and resources	\$39,600	\$16,007
6	Maintain an onsite school nutrition program	Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs	\$46,470	\$42,343
7	Provide additional administrative support	Provide for additional site based administrative support for students (portion of salary + benefits)	\$47,800	\$23,730

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
Great Valley Academy-Salida	Tom Anderson, CEO/Superintendent	t.anderson@greatvalleyacademy.com 209.576.2283

Plan Summary 2022.2023

General Information

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

Great Valley Academy Salida (GVA) campus serves over 800 K-8 students. We are located in Modesto California, Stanislaus County and are authorized by the Salida Union School District. This year (2021-2022) we are completing our 11th year of serving families in our community.

GVA's student population at Fall 1 2021-2022 consisted of approximately 9% English learners, 10% students with disabilities and 28% socioeconomically disadvantaged students. GVA solicits annual input in the form of surveys, from our various stakeholder groups: parents/families, students and staff. We analyze the data and use it to drive student and staff support as well as continuous improvement. The data gathered used to inform and facilitate our annual planning and the Local Control and Accountability Plan.

Vision Statement

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission Statement

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills, and positive character traits to achieve their greatest potential.

Five Foundational Pillars

1. Great Valley Smart (GVS®)

GVA trains the brain to unlock gifted learning through visual and movement skills.

2. Character Development

GVA equips students to become caring and responsible through choice theory, character reflection and assessment.

3. Climate: Safe/Loved/Learning

GVA nurtures a sense of community where everyone is safe, loved and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience by demonstrating mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly qualified team through extensive and interactive hiring practices and continuous professional growth.

GVA's program uses our Vision, Mission and Pillars to facilitate our solid character development, positive school climate and positive academic progress

Reflections: Successes

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

There is no Dashboard data to report for this year's LCAP.

This year's NWEA MAP results, English learners making progress towards proficiency and reclassification rates were positive (particularly as we continue to navigate the pandemic impacts).

NWEA-MAP 2022

Math-72.8% of students tested made growth

Reading-64.6% of students tested made growth

Language-55.8% of students tested made growth

Math-72.6% of English learners tested made growth

Reading-72.9% of English learners tested made growth

Language-64.1% of English learners tested made growth

Math-74.4% of socioeconomically disadvantaged students tested made growth

Reading-71.3% of socioeconomically disadvantaged students tested made growth

Language-60.3% of socioeconomically disadvantaged students tested made growth

ELPAC 2021-77.3% of English learners made progress towards proficiency

EL Reclassification 2021-14.8% of English learners were reclassified

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.

There is no Dashboard data to report for this year’s LCAP.

There are a few areas that we will continue to monitor in areas of local data (these are direct impacts of the pandemic):
Decrease in the percentage of students feeling safe on campus
Increase in chronic absenteeism

Ongoing Covid positivity, isolation and quarantine requirements for students & staff contributed to both the decrease in students feeling safe on campus and the increase in chronic absenteeism.

Protocol that limited visitors on campus, prohibited parents from being on campus until late in the school year, which directly contributed to parents feeling “less” welcome on campus.

We are confident that as we exit pandemic protocols, increase parent access on campus and return to more typical GVA ways (parent volunteers in classrooms, field trips, community building events, regular onsite parent meetings, etc.) that these indicators will improve.

LCAP Highlights

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

Great Valley Academy’s LCAP process included reflections from the past year’s pandemic related impacts, current year data, reflections on successes/challenges and stakeholder input. The biggest change from our past LCAPs is our expanded investment for students social emotional and mental health, this is a critical foundational component as we move into the post pandemic academic environment.

Continued investment in teacher support, professional development, standards aligned materials and an increased investment in staff supporting English learner growth will facilitate progress towards our academic goals.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

At GVA we are in ongoing dialogue with our staff, parents/families and students. Community and relationship are at the core of who we are as a school, and the connections we make on a regular basis with our educational partners is a testament to that core. Our site administrators are in authentic contact with both staff and students on a daily basis; in person, by phone or email (whichever is the most appropriate mode of communication for the contact). Parents can, and do, connect with our teachers and site administrators in person at drop off/pick up, via email or phone. GVA has many points of contact where informal input and information is gathered, and shared within the administrative team, site leadership team as well as the multi-campus leadership team.

Pre-pandemic (we plan to return to this practice in 2022-2023), we hosted in-person parent/family meetings on a regular basis, the purposes of this meeting are to connect, to hear what is at top of mind for parents and to solicit input on school related topics.

Annually, we solicit input via an easily accessible survey to capture data on what is important to the various stakeholder groups, and ideas for improvement. In the past 2 school years, we have conducted multiple surveys per year to help facilitate next steps in returning students to school in a safe manner, keeping them in school and to obtain input on what’s working, what can be improved and what supports students most need. This year for the first time, GVA facilitated focus groups with families to create a process where direct feedback could be provided to GVA leadership. The process went well, and we were able to have great conversations, as well as obtain honest feedback from families.

GVA wholeheartedly believes in the power of community and relationships, and finds ways to incorporate stakeholder input as we move through the school year.

A summary of the feedback provided by specific educational partners.

GVA is a charter school, and parents/families have chosen our school for their children’s education. The top reasons for choosing GVA are: the sense of community, smaller class sizes, and the child centered perspective (presented in broad categories). Families were also asked to provide input on their level of priority in various areas, with the following sample results:

- Priority to social emotional supports for students (individual and group) 57%
- Priority to afterschool social emotional support groups 33%
- Priority to mental health services for students (individual and group) 74%
- Priority to afterschool mental health support groups 17%
- Priority to additional academic supports for students (individual and group) 54%
- Priority to afterschool tutoring 29%

Ensure facilities are in good repair 98%

Ensure qualified teachers 100%

Maintain a positive school climate 97%

Ensure access to quality instructional materials 98%

Families were asked how we can better serve our English learners, the top responses are: more support through small groups, after school supports and the provision of training/resources to teachers.

Families were asked how we can better serve our students qualifying for free/reduced lunch, the top responses are: free meals (breakfast/lunch) for all students, hot food option and better food/more choices.

Families were asked how we can better serve our students with special needs; the top responses are: more resource staffing, and more training for teachers/staff.

GVA staff were also asked to provide input on their level of priority in various areas, with the following sample results:

Priority to social emotional supports for students (individual and group) 100%

Priority to afterschool social emotional support groups 65%

Priority to mental health services for students (individual and group) 100%

Priority to afterschool mental health support groups 44%

Priority to additional academic supports for students (individual and group) 100%

Priority to afterschool tutoring 53%

Ensure facilities are in good repair 100%

Ensure qualified teachers 92%

Ensure access to quality instructional materials 100%

Staff were asked how we can better serve our English learners, the top responses are: more staff professional development/training, and small groups/pullout.

Staff were asked how we can better serve our students qualifying for free/reduced lunch, the top responses are: free meals (breakfast/lunch) for all students, hot food option, and better food/more options.

Staff were asked how we can better serve our students with special needs; more resource staffing, retain resource staff and more training for teachers/staff.

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

Educational partner input is reflected upon throughout the LCAP process and development, GVA’s focus on a student-centered philosophy coupled with the incorporation of educational partner input led to the development of the current LCAP.

Particular areas influenced by stakeholder input in this year’s LCAP include:

- Social emotional supports for students (maintain, possibly add afterschool group)
- Mental health supports for students (maintain, possibly add afterschool group)
- Academic supports for students (maintain, continue/expand tutoring options)
- English learner support (maintain, continue with training (expand), possibly add EL tutoring option)
- Nutrition services support (maintain current access, investigate hot lunch/food choice options)
- Students with special needs support (maintain, continue/expand training)
- Qualified teacher support (continue investment and support in newest teachers)

The priorities identified by the majority of educational partners were aligned, providing GVA the opportunity to address the top priorities communicated by our partners.

Goals and Actions

Goal

Goal #	Description
1	<p>By maintaining our facilities, investing in qualified teachers, providing access to standards aligned materials and providing academic centered supports, Great Valley Academy creates a safe environment providing quality education through positive learning experiences, facilitated by highly qualified personnel.</p> <p>By providing academic supports (intervention, resource, English learner) resources and staff professional development as outlined in our actions, we anticipate seeing gains of 2% in each of the following metrics by the end of 2023-2024: CAASPP ELA & Math, NWEA-MAP Math, Reading and language.</p> <p>This broad goal is in support of state priorities 1, 2, 4, 7, 8</p>

An explanation of why the LEA has developed this goal.

GVA develops goals in a multifaceted manner: based on past successes, reflection on past challenges and stakeholder input. Given that we are in the process of completing the most difficult period in the history of education, we will rely on some tried and true actions/processes that provide for safety, investing in teacher support and strengthening academic supports for our students.

Moving through the current academic year, we are using observation and assessment data to determine realistic academic goals for the upcoming LCAP period. Using local assessments, NWEA-MAP and CAASPP data, we will monitor progress throughout each academic year and refine actions as applicable.

GVA has created a combination of actions in support of goal 1 that will provide GVA staff the environment to support students and for students to make academic progress in the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA 2019	46% meet/exceed standards	Not applicable	[Insert outcome here]	[Insert outcome here]	45% meet/exceed standards
CAASPP Math 2019	33% meet/exceed standards	Not applicable	[Insert outcome here]	[Insert outcome here]	35% meet/exceed standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA-MAP 2021 Math	67% made growth	2022 72.8% made growth	[Insert outcome here]	[Insert outcome here]	69% made growth
NWEA-MAP 2021 Reading	69% made growth	2022 64.6% made growth	[Insert outcome here]	[Insert outcome here]	71% made growth
NWEA-MAP 2021 Language	78% made growth	2022 55.8% made growth	[Insert outcome here]	[Insert outcome here]	80% made growth
ELPAC 2019 English learners making progress towards proficiency	49% made progress towards proficiency	2021 77.3% made progress	[Insert outcome here]	[Insert outcome here]	51% made progress towards proficiency
EL Reclassification rate 2019	46% of English learners will be reclassified	2021 14.8% were reclassified	[Insert outcome here]	[Insert outcome here]	48% of English learners will be reclassified
Access to standards aligned materials-Academic standards self-reflection tool 2021	Average-item 2 3.6	2022 Average-item 2 4.0	[Insert outcome here]	[Insert outcome here]	Average-item 2 4.0
Teacher misassignment rate	0% for charter schools	2021 CALSAAS data 2.04%	[Insert outcome here]	[Insert outcome here]	0% for charter schools
Facilities rated Good or better	Rating Good on 2020 SARC	Rating Good on 2021 SARC	[Insert outcome here]	[Insert outcome here]	Rating Good or better per annual SARC
Implementation of Common Core State Standards-Academic self-reflection tool 2021	Average rating of items 1-3 (excluding ELD) 3.8	2022 Average rating of items 1-3 (excluding ELD) 3.88	[Insert outcome here]	[Insert outcome here]	Average rating of items 1-3 (excluding ELD) 4.0
Implementation of English language development standards-Academic	Average rating of items 1-3 (ELD only) 2.0	2022 Average rating of items 1-3 (ELD only) 2.0	[Insert outcome here]	[Insert outcome here]	Average rating of items 1-3 (ELD only) 3.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
self-reflection tool 2021					
Student access & enrollment in all required areas of study-Access to broad course of study self-reflection 2021	Dashboard local indicator-Met	Not applicable	[Insert outcome here]	[Insert outcome here]	Dashboard local indicator-Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	New teacher support	Support new teachers participating in induction process by providing fully paid access to Stanislaus County Office of Education (SCOE) induction program, and by providing onsite support	\$45,000	N
2	Professional development-Common Core State Standards (CCSS)	Provide staff access to standards aligned professional development	\$25,000	N
3	Access to CCSS aligned materials	Continued investment and expansion of CCSS aligned instructional resources	\$100,000	N
4	Access to intervention opportunities in reading and math	Provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners	\$153,300	Y
5	Expanded access to take home reading materials	Provide additional books for classroom libraries and connecting room to increase access to books for at home use	\$57,500	Y
6	Maintain internet infrastructure and security	Provide oversight, maintenance, upgrades as well as support of student/staff devices and online instructional resources	\$65,000	N

Action #	Title	Description	Total Funds	Contributing
7	Annual assessment NWEA-MAP	Annual license cost for NWEA-MAP assessment; for use in planning student instructional objectives and to monitor student growth	\$12,500	N
8	Targeted supports for English learners and socioeconomically disadvantaged students	Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.	\$76,310	Y
9	Resources and professional development supporting further implementation of ELD standards	English Language Development (ELD) focused instructional resources and professional development	\$30,000	Y
10	Maintenance of facilities	Facilities will be maintained to provide a safe learning environment	\$283,000	N
11	Resource staffing in support of students with special needs	Maintain and develop our resource department on support of our students with special needs	\$275,000	N

Goal

Goal #	Description
2	<p>By providing and maintaining a safe, welcoming environment, creating family friendly events, opportunities for connection and communication, social emotional supports, mental health supports, access to onsite meals, as well as staff supports, Great Valley Academy creates a family friendly environment where ongoing communication is facilitated and access to student centered supports are prioritized.</p> <p>By providing student supports (social emotional, mental health, onsite meals), opportunities for families to gather on campus, and support provided by staff, as outlined in our actions, we anticipate maintaining the rate of parents feeling welcome, children wanting to come to school, as well as an increase in parent engagement and students feeling safe on campus. This will allow GVA to maintain attendance at 95%, decrease chronic absenteeism by .5 %, and decrease suspension rate by .1%.</p> <p>This broad goal is in support of state priorities 3, 5, 6</p>

An explanation of why the LEA has developed this goal.

GVA develops goals in a multifaceted manner: based on past successes, reflection on past challenges and stakeholder input. Given that we are in the process of completing the most difficult period in the history of education, we will rely on some tried and true actions/processes that provide for safety, as well as adding mental health support and retaining a high level of social emotional support for our students.

Using local data, we will monitor metric progress throughout each academic year and refine actions as applicable.

GVA has created a combination of actions in support of goal 2 that will provide GVA students and families with a safe, welcoming and engaging environment to support our child centered model, which also provides the foundation for students to make academic progress in the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate-2019	95.07%	2020.2021 96.2%	[Insert outcome here]	[Insert outcome here]	Maintain 95%
Chronic absenteeism rate-2019	9.1%	2020.2021 9.2%	[Insert outcome here]	[Insert outcome here]	8.6%
Suspension rate-2019	2.6%	2020.2021 .1%	[Insert outcome here]	[Insert outcome here]	2.5%
Expulsion rate-2019	0%	2020.2021 0%	[Insert outcome here]	[Insert outcome here]	0%
Jr. High dropout rate-2019	0%	2020.2021 0%	[Insert outcome here]	[Insert outcome here]	0%
Parents report feeling welcome on campus-2021 family survey	96%	2022 95.8%	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Parents report child is happy to come to school always/most of the time -2021 family survey	95%	2022 100%	[Insert outcome here]	[Insert outcome here]	Maintain 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students report feeling safe on campus-2021 student survey (3 rd -8 th)	93%	2022 80.1%	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Parents are engaged- Parent Engagement Self Reflection Tool 2021	Average = 2.9	2022 Average = 3.17	[Insert outcome here]	[Insert outcome here]	Average = 3.3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Host parent/family meetings	Provide supplies, snacks and onsite childcare	\$1,000	N
2	Host family centered activities	Provide supplies, snacks and onsite childcare	\$5,000	N
3	Provide students with access to onsite support services (social emotional support)	Provide onsite social emotional support, subcontracted student assistance specialist services	\$52,000	Y
4	Provide students with access to onsite support services (mental health support)	Provide onsite mental health support, subcontracted mental health clinician	\$49,000	Y
5	Provide character education to students, teachers, parents	Provide character education primarily working with students, staff and resources	\$73,350	N
6	Maintain an onsite school nutrition program	Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs	\$80,600	N
7	Provide additional administrative support	Provide for additional site based administrative support for students (portion of salary + benefits)	\$79,074	Y

Goal Analysis for 2021.2022

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.

While there were no substantive differences in planned actions and implementation of planned actions, we did face some ongoing challenges with components of various plan areas. For example, we experienced staffing shortages at various times of the year due to Covid protocol related absences, we experienced the same absence challenge with some contracted service providers, and were impacted to supply chain challenges (inability to obtain some items, ongoing delays in receiving other items).

While these did not create substantive differences, they did create a less stable environment for service provision for our students. As we exit pandemic protocols and the ongoing impacts of Covid begin to subside, we are hopeful that staffing shortages will become more manageable, and we have gained much insight into purchasing in the context of ongoing supply chain challenges.

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.

Material differences between budgeted and estimated actual expenditures occurred in the following action areas:

- Professional development, lower than budgeted amounts due to fewer opportunities being taken (pandemic impacts)
- Access to intervention opportunities in reading and math, lower than budgeted amount due to lower than anticipated staffing costs
- Expanded access to take home reading material, lower than budgeted amount due to delay in hiring library staff
- Resources and professional development supporting further implementation of ELD standards, higher than budgeted amount due to increased investment in instructional materials
- Resource staffing in support of students with special needs, lower than budgeted amount due to lower than anticipated staffing costs (staffing vacancies)
- Parent meetings, lower than budgeted amount due to limited parent access to campus
- Onsite social emotional support and mental health support costs, lower than budgeted amount due to lower than anticipated sub-contracted service costs
- Provide character education to students, teachers, parents, lower than budgeted amount due to lower than anticipated staffing costs
- Maintain an onsite school nutrition program, higher than budgeted amount due to increased program needs (staffing costs)

The variance in planned percentage of improved service expenditures and estimated actual percentage of improved service expenditures are driven by the above noted variances in budgeted expenditures and estimated actual expenditures.

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

We are confident that the shortfalls occurring in meeting some of our metrics, were driven by pandemic related impacts. The various protocols and the continued Covid impacts on students and staff, impacted in our ability to meet some of our defined metrics. We are confident that over time, as we ascertain a more nuanced understanding of these impacts and will use that understanding to make necessary adjustment to goals, actions, metrics or desired outcomes.

For goal 1, we assessed the effectiveness of our actions based on year 1 actual performance, compared to baseline, and met or exceeded baseline in 6/10 applicable metrics. The investment in our teachers, staff, professional development, instructional resources/assessments, academic supports, increased access to reading materials and targeted supports are the foundation upon which we continue to build in support of goal 1 and attaining the corresponding desired outcomes.

For goal 2, we assessed the effectiveness of our actions based on year 2 actual performance, compared to baseline, and met or exceeded baseline in 7/9 applicable metrics. Ongoing Covid positivity, isolation and quarantine requirements for students & staff contributed to both the decrease in students feeling safe on campus and the increase in chronic absenteeism.

Protocol that limited visitors on campus, prohibited parents from being on campus until late in the school year, which directly contributed to parents feeling “less” welcome on campus.

We are confident that as we exit pandemic protocols, increase parent access on campus and return to more typical GVA ways (parent volunteers in classrooms, field trips, community building events, regular onsite parent meetings, etc.) that these indicators will improve

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 are no changes to the planned goal, metrics, desired outcomes or actions for the coming year included in the 2022.2023 LCAP.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022.2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$496,030	\$0

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
6.8%	0%	\$0	6.8%

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.

Great Valley Academy will receive an estimated \$496,030 in LCFF supplemental grant funds. GVA is expending the LCFF supplemental grant funds as determined by the school's goals, in support of California's 8 priority areas.

GVA's student unduplicated pupil count at Fall 1 2021-2022 consisted of approximately 9% English learners, and 28% socioeconomically disadvantaged students. In addition to using the lens of serving our unduplicated pupil groups in our school wide decision making, GVA solicits annual input in the form of surveys, from our various stakeholder groups: parents/families, students and staff. We analyze the data and use it to drive student and staff support as well as continuous improvement. The data gathered used to inform and facilitate our annual planning and the Local Control and Accountability Plan.

All of the actions and services contained in this LCAP are being implemented on a LEA/School wide basis. Those principally directed towards our foster youth, English learners and socioeconomically disadvantaged students are as follows:

Access to intervention opportunities in reading and math: provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners

Expanded access to take home reading materials: provide additional books for classroom libraries and connecting room to increase access to books for at home use

Targeted supports for English learners and socioeconomically disadvantaged students Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.

Resources and professional development supporting further implementation of ELD standards: English Language Development (ELD) focused instructional resources and professional development

Provide students with access to onsite support services (social emotional support): provide onsite social emotional support, subcontracted student assistance specialist services

Provide students with access to onsite support services (mental health support) : provide onsite mental health support, subcontracted mental health clinician

Maintain an onsite school nutrition program: maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs

Provide additional administrative support: provide for additional site based administrative support for students (portion of salary + benefits)

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

The increase in proportionality for foster youth, English learners, and socioeconomically disadvantaged students is at 6.8%

The use of LCFF grant fund dollars in supporting basic school operations, building school/staff capacity, improvement and expansion of instructional/technological resources, targeted parent outreach, provision of intervention services, student support services and free/reduced price lunches, effectively meet the needs of our unduplicated pupil count. Specifically, these services have a direct impact on our unduplicated pupils; we provide students with a quality educational program in a supportive environment, so they are able to make academic improvement. Based on our annual update, analysis of metrics and stakeholder feedback, expending funds on these services is the most effective use of the funds.

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.

Not Applicable

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2021–22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Person	Total Non-personnel
Totals	\$ 1,288,192	\$ -	\$ -	\$ -	1,288,192	\$ 1,092,192	\$ 196,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	New teacher support	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
1	2	Professional development-CCSS	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
1	3	Access to Common Core Aligned Materials	All	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
1	4	Access to Intervention-Reading & Math	All	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000
1	5	Expand access to take home reading materials	All	\$ 36,500	\$ -	\$ -	\$ -	\$ 36,500
1	6	Maintain Wireless infrastructure and security	All	\$ 62,800	\$ -	\$ -	\$ -	\$ 62,800
1	7	Annual NWEA MAP assessment tools	All	\$ 12,500	\$ -	\$ -	\$ -	\$ 12,500
1	8	Targeted supports for ELL and SED students	All	\$ 41,600	\$ -	\$ -	\$ -	\$ 41,600
1	9	Resources supporting development of ELD standards	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
1	10	Maintenance of facilities	All	\$ 282,900	\$ -	\$ -	\$ -	\$ 282,900
1	11	Resource staffing supporting students with special needs	All	\$ 291,022	\$ -	\$ -	\$ -	\$ 291,022
				\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Host parent/family meetings	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	2	Family centered activities	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	3	Provide access to onsite social emotional supports	All	\$ 52,000	\$ -	\$ -	\$ -	\$ 52,000
2	4	Provide access to onsite mental health supports	All	\$ 49,000	\$ -	\$ -	\$ -	\$ 49,000
2	5	Provide character education to students, teachers, families	All	\$ 39,600	\$ -	\$ -	\$ -	\$ 39,600
2	6	Maintain onsite school nutrition program	All	\$ 46,470	\$ -	\$ -	\$ -	\$ 46,470
2	7	Provide additional administrative support	All	\$ 47,800	\$ -	\$ -	\$ -	\$ 47,800

2021–22 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 7,084,044	\$ 426,176	6.02%	0.00%	6.02%	\$ 443,370	0.00%	6.26%	Total:	\$ 443,370
								LEA-wide Total:	\$ 195,270
								Limited Total:	\$ 248,100
								Schoolwide	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	New teacher support	No	LEA-wide		LEA -wide	\$ -	0.00%
1	2	Professional development-CCSS	No	LEA-wide		LEA -wide	\$ -	0.00%
1	3	Access to Common Core Aligned Materials	No	LEA-wide		LEA -wide	\$ -	0.00%
1	4	Access to Intervention-Reading & Math	Yes	Limited	All	LEA -wide	\$ 160,000	0.00%
1	5	Expand access to take home reading materials	Yes	Limited	All	LEA -wide	\$ 36,500	0.00%
1	6	Maintain Wireless infrastructure and security	No	LEA-wide		LEA -wide	\$ -	0.00%
1	7	Annual NWEA MAP assessment tools	No	LEA-wide		LEA -wide	\$ -	0.00%
1	8	Targeted supports for ELL and SED students	Yes	Limited	English Learners and Low-Income	LEA -wide	\$ 41,600	0.00%
1	9	Resources supporting development of ELD standards	Yes	Limited	English Learners	LEA -wide	\$ 10,000	0.00%
1	10	Maintenance of facilities	No	LEA-wide		LEA -wide	\$ -	0.00%
1	11	Resource staffing supporting students with special needs	No	LEA-wide		LEA -wide	\$ -	0.00%
							\$ -	0.00%
2	1	Host parent/family meetings	No	LEA-wide		LEA -wide	\$ -	0.00%
2	2	Family centered activities	No	LEA-wide		LEA -wide	\$ -	0.00%
2	3	Provide access to onsite social emotional supports	Yes	LEA-wide	All	LEA -wide	\$ 52,000	0.00%
2	4	Provide access to onsite mental health supports	Yes	LEA-wide	All	LEA -wide	\$ 49,000	0.00%
2	5	Provide character education to students, teachers, families	No	LEA-wide		LEA -wide	\$ -	0.00%
2	6	Maintain onsite school nutrition program	Yes	LEA-wide	All	LEA -wide	\$ 46,470	0.00%
2	7	Provide additional administrative support	Yes	LEA-wide	All	LEA -wide	\$ 47,800	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,288,192.00	\$ 1,235,483.55

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	New teacher support	No	\$ 25,000	\$ 53,437
1	2	Professional development-CCSS	No	\$ 25,000	\$ 16,217
1	3	Access to Common Core Aligned Materials	No	\$ 100,000	\$ 101,203
1	4	Access to Intervention-Reading & Math	Yes	\$ 160,000	\$ 146,313
1	5	Expand access to take home reading materials	Yes	\$ 36,500	\$ 27,683
1	6	Maintain Wireless infrastructure and security	No	\$ 62,800	\$ 63,536
1	7	Annual NWEA MAP assessment tools	No	\$ 12,500	\$ 10,500
1	8	Targeted supports for ELL and SED students	Yes	\$ 41,600	\$ 44,048
1	9	Resources supporting development of ELD stan	Yes	\$ 10,000	\$ 11,075
1	10	Maintenance of facilities	No	\$ 282,900	\$ 283,221
1	11	Resource staffing supporting students with spec	No	\$ 291,022	\$ 232,346
				\$ -	\$ -
2	1	Host parent/family meetings	No	\$ 1,000	\$ 106
2	2	Family centered activities	No	\$ 5,000	\$ 5,998
2	3	Provide access to onsite social emotional support	Yes	\$ 52,000	\$ 40,079
2	4	Provide access to onsite mental health supports	Yes	\$ 49,000	\$ 29,407
2	5	Provide character education to students, teache	No	\$ 39,600	\$ 34,784
2	6	Maintain onsite school nutrition program	Yes	\$ 46,470	\$ 81,667
2	7	Provide additional administrative support	Yes	\$ 47,800	\$ 53,864

2021–22 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)
\$ 426,176	\$ 443,370	\$ 437,198	\$ 6,172	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	1	New teacher support	No	\$ -	\$ -	0.00%	0.00%
1	2	Professional development-CCSS	No	\$ -	\$ -	0.00%	0.00%
1	3	Access to Common Core Aligned Materials	No	\$ -	\$ -	0.00%	0.00%
1	4	Access to Intervention-Reading & Math	Yes	\$ 160,000	\$ 146,313.44	0.00%	0.00%
1	5	Expand access to take home reading materials	Yes	\$ 36,500	\$ 27,682.53	0.00%	0.00%
1	6	Maintain Wireless infrastructure and security	No	\$ -	\$ -	0.00%	0.00%
1	7	Annual NWEA MAP assessment tools	No	\$ -	\$ -	0.00%	0.00%
1	8	Targeted supports for ELL and SED students	Yes	\$ 41,600	\$ 44,048.01	0.00%	0.00%
1	9	Resources supporting development of ELD standard	Yes	\$ 10,000	\$ 11,075.00	0.00%	0.00%
1	10	Maintenance of facilities	No	\$ -	\$ -	0.00%	0.00%
1	11	Resource staffing supporting students with special ne	No	\$ -	\$ -	0.00%	0.00%
2	1	Host parent/family meetings	No	\$ -	\$ -	0.00%	0.00%
2	2	Family centered activities	No	\$ -	\$ -	0.00%	0.00%
2	3	Provide access to onsite social emotional supports	Yes	\$ 52,000	\$ 43,140.00	0.00%	0.00%
2	4	Provide access to onsite mental health supports	Yes	\$ 49,000	\$ 29,407.35	0.00%	0.00%
2	5	Provide character education to students, teachers, fa	No	\$ -	\$ -	0.00%	0.00%
2	6	Maintain onsite school nutrition program	Yes	\$ 46,470	\$ 81,667.11	0.00%	0.00%
2	7	Provide additional administrative support	Yes	\$ 47,800	\$ 53,864.25	0.00%	0.00%

2021–22 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)
\$ 7,084,044	\$ 426,176	0.00%	6.02%	\$ 437,198	0.00%	6.17%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

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

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective 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/fq/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/fq/aa/lc/>.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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