

Local Control 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 |
|---|-------------------------------------|-----------------------------------|
| Grass Valley Elem. S.D. (Grass Valley Charter School) | Glenn Lockwood Interim Principal | glockwood@gvsd.us 530-273-8723 |

Plan Summary [2021-22]

General Information

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

Grass Valley Charter School (GVCS) is a public charter school incorporated in 1993. We are the 22nd charter school in the state of California and are formally affiliated with the nationally recognized EL Education Organization which formerly was a chartered entity of Outward Bound. Extensive information about both these organizations can be found at www.eleducation.org and www.outwardbound.org. Utilizing this unique educational model, the school now earns among the top academic scores in the state of California. Grass Valley Charter School is currently a Mentor School in the EL Education network of schools and is considered a model school. GVCS most recently was awarded the Gold Ribbon by the State of California and at that time was the only school in Nevada County that was so recognized. Since we opened our doors in 1993 our enrollment has steadily increased to 440 in our Core Program, 28 students in our Pre-School program, and 88 students in our Discovery Studies program (home school). This is true even though many other schools have seen student population declines. We attribute this to our committed parents, hard working staff, and the educational philosophy behind EL Education.

Reflections: Successes

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

Analyzing our goals from previous the previous LCAP are unique and challenging this year due to the lack of standardized state assessment information. Also, we have not traditionally implemented a standardized district local assessment therefore year over year comparisons are challenging. General success reflections are listed below:

The goals of developing standards based curriculum, using best practices, building character and culture, and defining shared leadership structures continued to be addressed throughout the year despite restricted meeting opportunities due to COVID-19. Both synchronous and asynchronous plans were developed by staff to meet minimum instructional minutes while continuing to support character development. Staff is to be applauded for making it work. Additionally, the successes of program through pandemic restrictions has been the diligence of

staff and parents to work together on both synchronous and asynchronous work provided for student achievement. Our primary focus that staff achieved was communication of program and recording of program for student access.

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.

Analyzing our goals from the previous LCAP are unique and challenging this year due to the lack of standardized state assessment information. Also, we have not traditionally implemented a standardized local assessment. Over year comparisons are challenging. We administered a districtwide TK-8 standardized assessment that our school was included in this year to help us target instruction through the end of the school year. This assessment will also be utilized to identify students who would best benefit from intervention including summer school. General reflections of identified need are listed below:

Grass Valley Charter School identified 96 students in Mathematics and 86 students in ELA across 9 grade levels in need of further intensive support to reduce learning loss due to COVID - 19 pandemic constraints. Reduced student engagement based on state minute requirements reduced student academic growth and are targeted for further support. Increased 1 on 1 tutoring support with both certificated and classified staff beyond the regular instructional program will be utilized to improve student learning.

LCAP Highlights

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

We have worked collaboratively with staff and parents to update our site goals and focus areas for the new LCAP. We are building upon some past successes and are adding new opportunities to strengthen our program to support students. Listed below are the five main site goals which we will focus on over the next three school years 2021-2024.

Goal 1: GVCS will use and develop curriculum that is aligned to state standards and current research through ongoing and regular Professional Development.

Goal 2: GVCS will employ the most current best practices in the instructional program.

Goal 3: GVCS will employ the most current best practices in assessment practices.

Goal 4: GVCS will employ the most current best practices in maintaining character and culture of students and in the school community.

Goal 5: GVCS will employ the most current best practices in shared leadership structures.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

From March 15th to March 26th, GVCS shared a community stakeholder survey to inform our school planning and practices for the Local Control Accountability Plan (LCAP) From February 3rd to 19th, we shared a community stakeholder survey to inform our district planning and practices for the Local Control Accountability Plan (LCAP). From this feedback we received strong participation from parents (190 responses) and staff (54 responses) which guide our long term planning as well as guide how GVCS will use additional resources we have received through the Expanded Learning Opportunities Grant. This survey asked our stakeholders to respond to multiple questions concerning program success, needs for the upcoming school year, what COVID did not allow us to do and how we can support all student's success in regaining what learning was lost in the 20-21 school year.

A summary of the feedback provided by specific stakeholder groups.

What was shared by the 190 parents that participated and 54 staff members that participated was continuing to support learning, help students with academic needs, continue to support students with needs, continue to support the mental health of our school community. GVCS will continue to solicit staff and community through the summer of 2021 as able, and into the 21-22 school year to meet our student's needs on a continuing basis.

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

After discussions we have created our funding direction and the LCAP goals for our school have been established. Social emotional support of students through character and culture as well as best practices for instruction and assessment drove goal setting decisions. The feedback received showed a clear need to provide strong academic and social emotional support for students. Our five main goals, actions and services were determined to best meet student needs. A continued focus will be on how to best lead and support students as they transition back to full time learning and the potential loss of instruction we may see within our upcoming assessments. As a school we will be collecting and analyzing data to ensure we directly support and address the most critical areas of need.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | GVCS will use and develop curriculum that is aligned to state standards and current research. |

An explanation of why the LEA has developed this goal.

This goal was chosen to combat extensive learning loss due to the pandemic and guide what is taught in the classroom to meet state standards. Current research will bring best current instructional practices to the classroom.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------|-----------------------------|----------------|----------------|----------------|---|
| iReady assessment ELA | Spring 2021 student results | | | | Overall proficiency by grade level to improve 15 points each from baseline. |
| iReady assessment Math | Spring 2021 student results | | | | Overall proficiency by grade level to improve 15 points each from baseline. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---|-------------|--------------|
| 1 | Standards Based iReady assessment | iReady assessment , a California standards based assessment, will occur three times per year to drive targeted instruction to meet learning loss in both ELA and Math with staff collaboration to support curriculum development that is standards based. | \$9,000.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | GVCS will employ the most current best practices in instructional program. |

An explanation of why the LEA has developed this goal.

This goal is because best instructional practices for teaching improves academic achievement and success for student growth and performance. The goal also will focus on extended learning opportunities for Targeted students and students identified with learning loss in both Math and English Language Arts (ELA)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| Instructional Rounds by Instructional Leadership Team with documented observation tools. | No baseline available as not performed in the previous school year. | | | | Moving from guided instructional practice feedback from the Instructional Leadership Team to self evaluation and peer feedback for regular and ongoing improvement. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1 | Instructional Rounds | Leadership team including administration and teachers will observe and give feedback to all staff in both ELA and Math content areas to support improved instruction through best teaching practices. | \$6,000.00 | No |
| 2 | ELA Learning Loss - certificated support | Additional part time certificated Extended Learning staff to support targeted students with disabilities as well students K-8 through | \$50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| | | identified learning loss via iReady assessment that meets the needs of targeted students as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged first. | | |
| 3 | Math Learning Loss - Certificated support | Additional part time certificated Extended Learning staff to support targeted students with disabilities as well students K-8 through identified learning loss via iReady assessment that meets the needs of targeted students as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged first. | \$54,276.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | GVCS will employ the most current best practices in assessment practices. |

An explanation of why the LEA has developed this goal.

GVCS did not previously use a standardized standards based assessment to assess ongoing student performance and achievement. GVCS has now established a standards based assessment for all students K-8 for data analysis.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------|--------------------------------------|----------------|----------------|----------------|---|
| iReady Assessment | Spring 2021 assessment data results. | | | | 15 point increase at each grade level from assessed baseline results. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|---|-------------|--------------|
| 1 | iReady Assessment | Three times per school year all students will be assessed on the iReady assessment. Staff will analyze the data at each interval to determine next level academic instruction is to take place and students to receive instruction. Performance will be monitored through the year to determine growth. | \$4,000.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | GVCS will employ the most current best practices in maintaining character and culture of students and in the community. |

An explanation of why the LEA has developed this goal.

Character and culture are primary tenants of Expeditionary Learning that guides the foundation of Grass Valley Charter School's EL program. The COVID - 19 pandemic has stripped the essence of our program as it requires connections, collaboration, close quarter fieldwork opportunities, parent participation, and Adventure activities, all of which were not allowed under pandemic conditions. The core of the program could not exist and needs to return through revised and current Expedition Planners.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------|--------------------------------------|----------------|----------------|----------------|---|
| K-8 Expedition Planners | Current existing Expedition Planners | | | | Annual evaluation of each grade level Expedition Planner to meet the EL Program requirements. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| 1 | Expedition Planner Development | As a part of EL Program requirements, each grade level is required to complete two EL planners. One is imbedded through grade level Social Studies standards and the other through grade level Science standards. Each planner at each grade level will be deconstructed and then reconstructed to meet character, culture, social and emotional needs and supports of all students. Deconstruction and reconstruction occur in June and August with program evaluation in May to set up the new year's cycle. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 2 | Counselor support | Full time counselor to support students K-8 through Expedition Planners that develop character, culture, and support the social and emotional needs of all students. The initial students supported are those targeted as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged. | \$62,732.00 | Yes |
| 3 | Learning Center Support - Certificated | Additional full time certificated Learning Center staff to support targeted students with disabilities as well students K-8 through Expedition Planners that meet the needs of students with disabilities and develop character, culture, and support the social and emotional needs of all students. The initial students supported are those targeted as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged. | \$63,347.00 | Yes |
| 4 | Learning Center support - Classified | Additional part time time classified Learning Center staff to support targeted students with disabilities with specific goals as well students K-8 through Expedition Planners that meet the needs of students with disabilities and develop character, culture, and support the social and emotional needs of all students. The initial students supported are those targeted as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged. | \$21,006.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 5 | GVCS will employ the most current and best practices in leadership structure. |

An explanation of why the LEA has developed this goal.

Shared responsibility and shared leadership, qualities of both the EL Program and GVCS culture, have not been as actively pursued due to the COVID - 19 pandemic and the inability for the staff, administration, and community to meet and support program improvement. GVCS chooses to return to this more collaborative form of leadership to support building relationships throughout the school community.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------|---------------------------------|----------------|----------------|----------------|---|
| GVCS Decision Making Model | Current Model last updated 2015 | | | | Annual review, updated, and practiced decision making plan implementation to support ongoing site decisions and their impacts on targeted student groups. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
| 1 | GVCS Decision Making Model | Updating and implementing the GVCS Decision Making Model effects all areas of school growth and development which effects on a daily basis student performance and achievement. Decisions effect but are not limited to: staff to teach our students, curriculum to be used to support achievement for our students, character traits and culture that we want our students to emulate, expectations for student discipline, | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | and Habits of Learning we want all students to leave our institution with. | | |
| 2 | Leadership/Decision making teams at GVCS | The following site leadership teams meet regularly to support targeted students through the decision making process. Decisions are through the lens of how will targeted students be supported first then all additional children on site second. The committees are: Instructional Leadership Team, Data Inquiry Group, Charter Council, Admin Council. Substitute release time and extended day committee work to collaborate on supported targeted student groups. | \$4,500.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 5.74% | 245,948 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The funds will be principally directed towards targeted students groups of foster youth, English learners, low-income, homeless children first, by providing best practice training for staff in the following area:

Goal 1.1 Curriculum aligned to state standards and current research to support meeting needs of targeted student groups including foster youth, English learners, low-income, and homeless first. Collaborative work by staff insures consistent implementation across grade levels.

Curriculum using current state standards and current research assessed through standards based iReady assessment will support differentiation for targeted sub groups to allow staff to meet learning targets designed for students in need.

The funds will be principally directed towards targeted students groups of foster youth, English learners, low-income, homeless children first, by providing best practice training for staff in the following area:

Goal 2.1 Best practices in instruction to support meeting needs of targeted student groups including foster youth, English learners, low-income, and homeless first.

Goal 2.2 Certificated Learning Loss instruction in ELA extending the instructional program for targeted students will decrease learning loss.

Goal 2.3 Certificated Learning Loss instruction in Math extending the instructional program for targeted students will decrease learning loss.

Instructional Rounds will be implemented to observe and validate instruction aligned with curriculum using current state standards and research will support differentiation for targeted sub groups to allow staff to meet learning targets designed for students in need. Learning loss teachers will be employed.

The funds will be principally directed towards targeted students groups of foster youth, English learners, low-income, homeless children first, by providing best practice training for staff in the following area:

Goal 3.1 Best practices in assessment to support meeting needs of targeted student groups including foster youth, English learners, low-income, and homeless first. Purchase of iReady assessment system will support consistent assessment.

Standardized assessment through the iReady assessment system for targeted students allows data analysis to determine best next instruction to support academic achievement.

The funds will be principally directed towards targeted students groups of foster youth, English learners, low-income, homeless children first, by providing best practice training for staff in the following area:

Goal 4.1 Best practices in maintaining character, culture, and emotional needs of students and in the school community to support meeting needs of targeted student groups including foster youth, English learners, low-income, and homeless first.

Goal 4.2 Certificated counseling support will support targeted students social and emotional needs across curriculum content

Goal 4.3 Certificated learning center support will support students with disabilities as well as other targeted students to support learning loss and meeting basic instructional needs.

Goal 4.4 Classified learning center support will support students with disabilities as well as other targeted students to support learning loss and meeting basic instructional needs.

Expeditionary Planners developed by staff through the lens of character and culture of targeted student group achievement will initially occur. Counseling support and training also to meet the social and emotional needs of students through the initial lens meeting needs for targeted students will be supported. Learning center support will directly support students with disabilities first. Classified support additionally will support students with disabilities.

The funds will be principally directed towards targeted students groups of foster youth, English learners, low-income, homeless children first, by providing best practice training for staff in the following area:

Goal 5.1 Best practices in leadership structures to support meeting needs of targeted student groups including foster youth, English learners, low-income, and homeless first

Goal 5.2 Release time to guide instruction across the entire K-8 platform supports feedback as to meeting targeted student needs through content delivery.

When the Grass Valley Charter School Decision Making Process is put into play, the effect on our targeted sub groups will be the lens with which initial decisions are made as in, how do the decisions effect inclusion for all students on site as well as support staff through observation, collaboration and feedback.

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

First consideration for support of GVCS students starts with our targeted groups of foster youth, English learner, homeless, and low income students.
Daily documentation of students served, staff supporting, day(s) and time spent, content covered, initial baseline determination, and growth achieved will be monitored on an ongoing basis.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------------|-------------------|-------------|---------------|--------------|
| \$274,861.00 | | | | \$274,861.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$270,861.00 | \$4,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|---|-------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | All | Standards Based iReady assessment | \$9,000.00 | | | | \$9,000.00 |
| 2 | 1 | All | Instructional Rounds | \$6,000.00 | | | | \$6,000.00 |
| 2 | 2 | | ELA Learning Loss - certificated support | \$50,000.00 | | | | \$50,000.00 |
| 2 | 3 | | Math Learning Loss - Certificated support | \$54,276.00 | | | | \$54,276.00 |
| 3 | 1 | All | iReady Assessment | \$4,000.00 | | | | \$4,000.00 |
| 4 | 1 | All | Expedition Planner Development | | | | | |
| 4 | 2 | | Counselor support | \$62,732.00 | | | | \$62,732.00 |
| 4 | 3 | | Learning Center Support - Certificated | \$63,347.00 | | | | \$63,347.00 |
| 4 | 4 | | Learning Center support - Classified | \$21,006.00 | | | | \$21,006.00 |
| 5 | 1 | All | GVCS Decision Making Model | | | | | |
| 5 | 2 | | Leadership/Decision making teams at GVCS | \$4,500.00 | | | | \$4,500.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|--------------|
| Total: | \$255,861.00 | \$255,861.00 |
| LEA-wide Total: | \$0.00 | \$0.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$255,861.00 | \$255,861.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|-------------------------------|----------------------------------|-------------|-------------|
| 2 | 2 | ELA Learning Loss - certificated support | Schoolwide | | Specific Schools: GVCS K-8 | \$50,000.00 | \$50,000.00 |
| 2 | 3 | Math Learning Loss - Certificated support | Schoolwide | | Specific Schools: GVCS K-8 | \$54,276.00 | \$54,276.00 |
| 4 | 2 | Counselor support | Schoolwide | | Specific Schools: GVCS K-8 | \$62,732.00 | \$62,732.00 |
| 4 | 3 | Learning Center Support - Certificated | Schoolwide | | Specific Schools: GVCS K-8 | \$63,347.00 | \$63,347.00 |
| 4 | 4 | Learning Center support - Classified | Schoolwide | | Specific Schools: GVCS K-8 | \$21,006.00 | \$21,006.00 |
| 5 | 2 | Leadership/Decision making teams at GVCS | Schoolwide | | Specific Schools: GVCS K-8 | \$4,500.00 | \$4,500.00 |

Annual Update Table Year 1 [2021-22]

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

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|
| | | | | | |

| | | |
|----------------|----------------------------------|-------------------------------|
| Totals: | Planned Expenditure Total | Estimated Actual Total |
| Totals: | | |

Instructions

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[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: 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 stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.