

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Global Academy

CDS Code: 10101080140186

School Year: 2023-24

LEA contact information:

Harmit Juneja

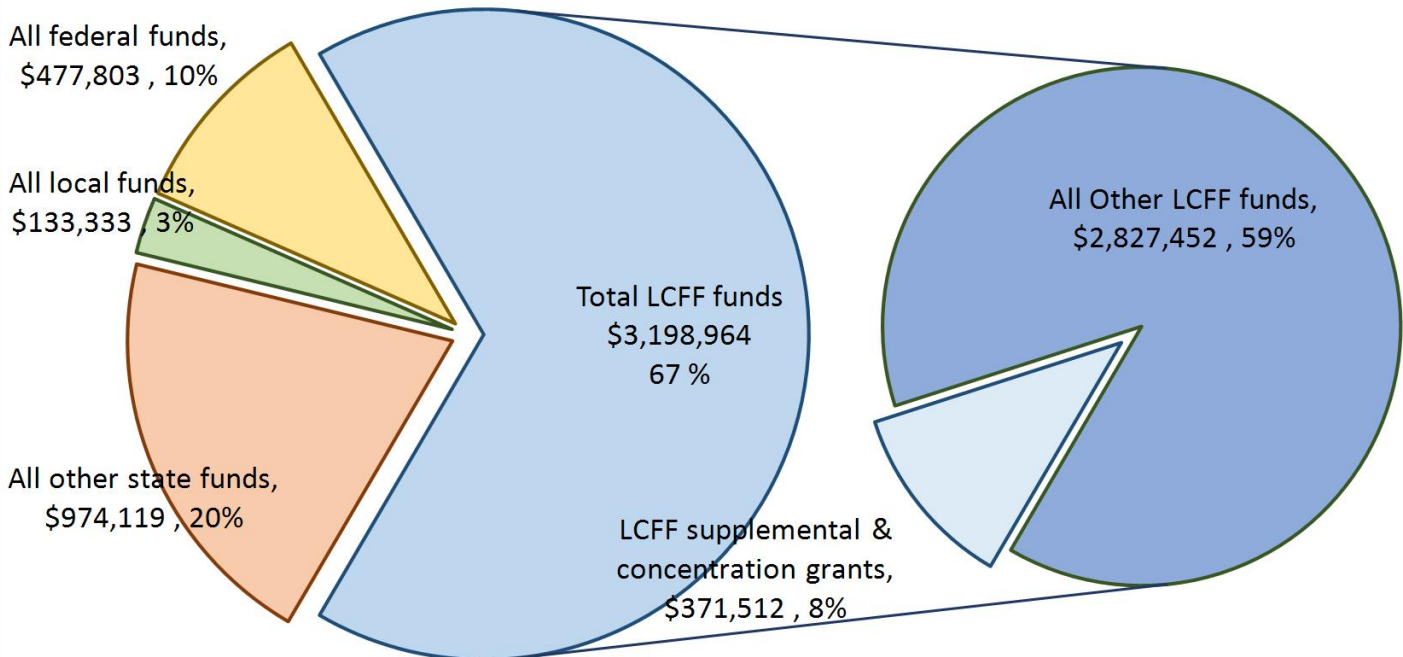
Principal/Superintendent

559-575-0587

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

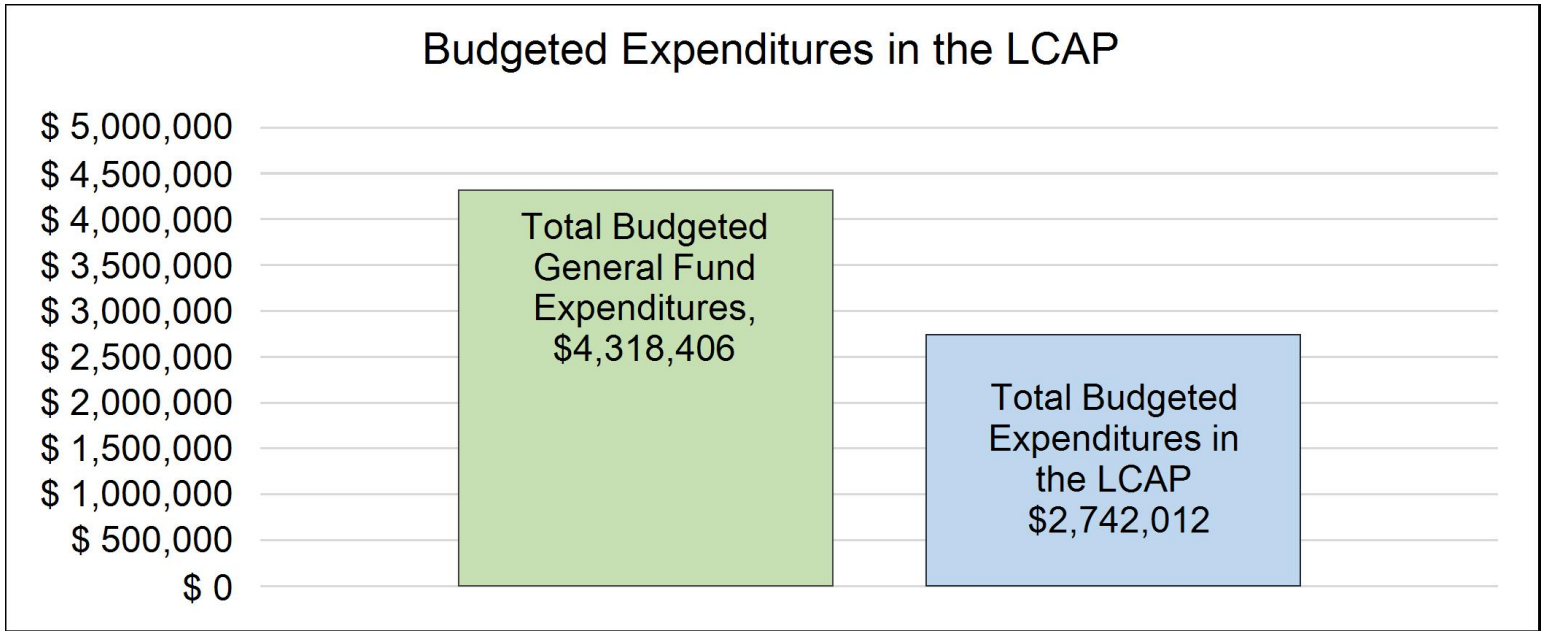


This chart shows the total general purpose revenue Clovis Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Global Academy is \$4,784,219, of which \$3,198,964 is Local Control Funding Formula (LCFF), \$974,119 is other state funds, \$133,333 is local funds, and \$477,803 is federal funds. Of the \$3,198,964 in LCFF Funds, \$371,512 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 Clovis Global Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Clovis Global Academy plans to spend \$4,318,406 for the 2023-24 school year. Of that amount, \$2,742,012 is tied to actions/services in the LCAP and \$1,576,394 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

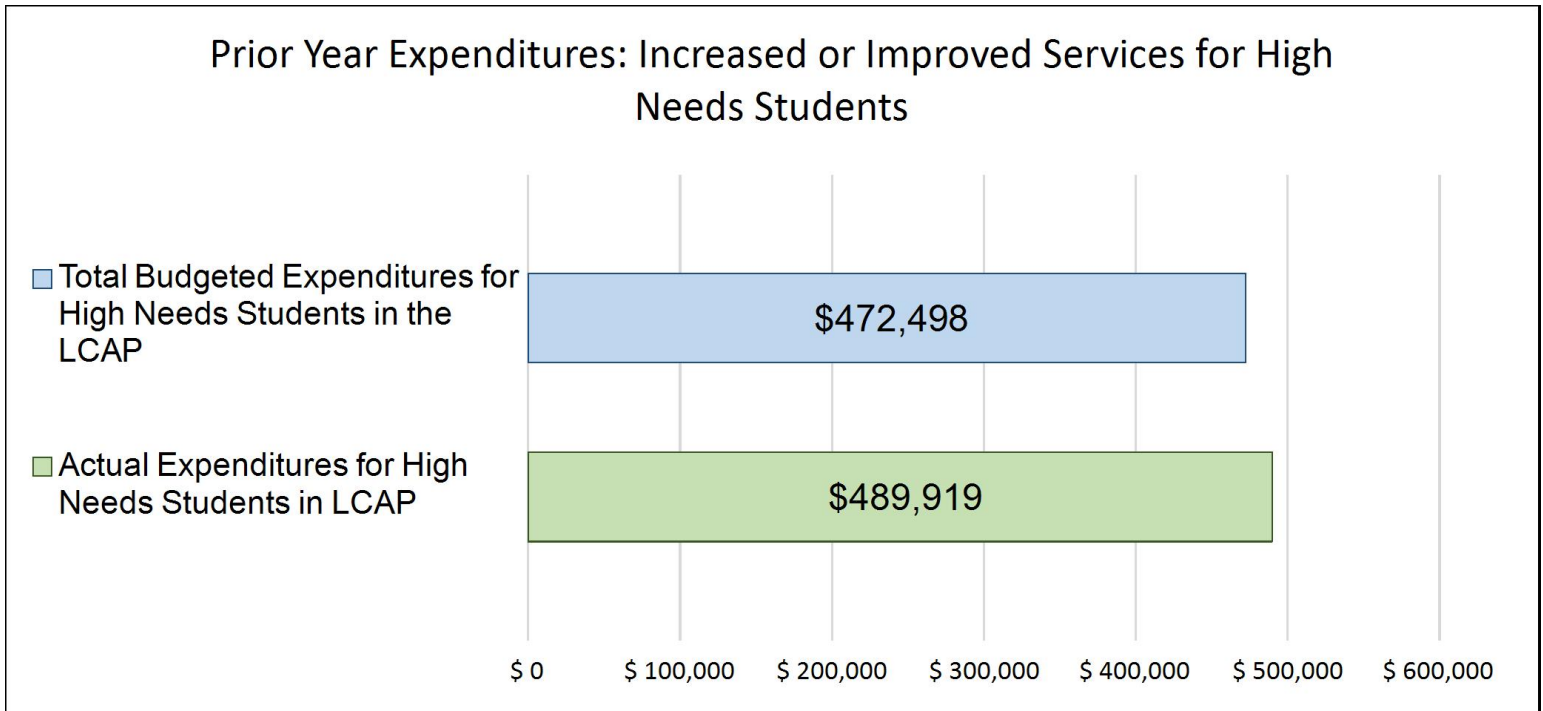
portions of admin, teacher, and supporting staff salaries not accounted for in the LCAP actions and services, facility rent, utilities, supplies, equipment, and other costs necessary for school operations.

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

In 2023-24, Clovis Global Academy is projecting it will receive \$371,512 based on the enrollment of foster youth, English learner, and low-income students. Clovis Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Global Academy plans to spend \$558,459 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Clovis Global Academy's LCAP budgeted \$472,498 for planned actions to increase or improve services for high needs students. Clovis Global Academy actually spent \$489,919 for actions to increase or improve services for high needs students in 2022-23.

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
Clovis Global Academy	Harmit Juneja Principal/Superintendent	harmit.juneja@clovisglobalacademy.org 559-575-0587

Plan Summary [2023-24]

General Information

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

Clovis Global Academy a TK-8 charter school and is the first autonomous, site-based charter school program in the Clovis community, introducing an important choice within the local public school system. Our model is a 50/50 Spanish/English dual language immersion school, with an emphasis on constructivist teaching methods, thematic learning units, differentiated instruction, and social-emotional learning (including mindfulness and restorative practices), and also offering a Global Cultures - Punjabi/Chinese elective to our students.

It is our hope that the academic rigor of a Dual Immersion program and a multilingual school ecology will not only result in academic excellence and closing the achievement gap, but also help to preserve heritage languages and instill a culture that values and celebrates diversity and sees languages as assets.

CGA is presently in its third year of operation ('22-23). The school opened in '20-21, serving a TK- 1st grade student population of 80 students, increasing to 140 students in in '21-22, and 214 students in grades TK-3rd in '22-23 with the following demographic composition: 61% FRL, 28% EL, 59.8% Hispanic, 5.6% White (non-Hispanic), 27.6% Asian, 3.3% African American, and 1.4% students with Two or More Races. Compared with the District in which we are located, CGA serves a more racially/ethnically diverse population, more students from low income homes, and a higher proportion of English Learner pupils. Clovis Unified School District (CUSD) serves 47.1% FRL, 4.7% EL, 40% Hispanic, 33.9% White, 15.5% Asian, 3.3% African American, and 3.7% students with Two or More Races. CGA will continue to expand its enrollment and add a new grade level each year, adding a 4th grade in '23-24. CGA projects it will reach its full TK-8th grade range in 2027-28, and serve 516 students at that time.

Since CGA is a K-8 school in its third year of operation, secondary school metrics such as graduation rate, A-G completion, etc. are not applicable.

Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, and our third grade students will take CAASPP for the first time in 22-23 so CGA is unable to identify academic successes based upon a review of Dashboard data. However, there are successes that can be celebrated by looking at locally available data, progress towards LCAP goals, and educational partner feedback.

PROGRESS TOWARDS LCAP GOAL1:

Based on the 22-23 Fall to Winter NWEA MAP Growth data, our students have shown healthy growth in every academic domain (local criteria: Achievement percentile greater than 50% or student met projected growth)

- The percentage of EL and LI students who met our local criteria for demonstrating progress in English reading proficiency, as measured by NWEA MAP Growth assessments, increased by 7% and 4%, respectively.
- Consistent PD in meaning centered Math instruction and an emphasis on teaching Math concepts in the sequence of concrete, semi-concrete, and abstract methods has yielded positive results for our EL and LI students. The percentage of EL and LI students who met our local criteria for demonstrating proficiency in Math, as measured by NWEA MAP Growth assessments, increased by over 34% and 11%, respectively.
- 28.6% of EL students made progress towards English language proficiency. (Source: CA State Dashboard, 2022)

Our teachers will continue to provide Tier 1 small group instruction in our classrooms supported by Instructional Aides. Additional Tier 2 academic support is available to our EL, LI, and other students in need, based on benchmarking testing results.

We are evaluating core curriculum for ELA, SLA, and Math, for the upcoming school year that provides more integrated support and scaffolding for our EL students and provides richer resources to plan thematic Project Based Learning units. Supplemental reading resources and assessment systems are also being evaluated to establish more responsive integration between assessment and differentiated instruction. Our hope is that these steps will give our teachers more actionable data and richer resources to serve not only the needs of our EL and LI students, but also benefit the overall student population.

We will continue to develop varied assessment practices - refining grade level rubrics for writing samples, creating rubrics for projects and presentations, and providing professional development (PD) on assessment considerations for EL students, so that our students have the best chance of demonstrating learning.

A central library with a streamlined check-in/check out system was established. All CGA students visit the library at least once a week. We are excited for this opportunity, especially for our EL and LI students, to have increased access to books that interest them. Classroom libraries were also augmented with new titles and guided readers in English and Spanish.

Parent participation has increased significantly now that we are back to school in-person. We have a very engaged Parent Advisory Council

(PAC) and English Learner Advisory Committee (ELAC) which meets quarterly. CGA's Parent Teacher Organization known as the Global Parents Academy (GPA) was launched in early Spring which has further enhanced the sense of community. Each of our classrooms (TK-3rd) planned two Project Based Learning units this year, one in each semester. Parents participate as guest speakers or volunteers in the various stages of Project Based Learning (PBL) in our classrooms - project helpers, field trip chaperones, etc. PBL culminating events have also provided great opportunities for parents to be involved in their child's learning and bringing our communities together in meaningful ways, as students showcased their learning through public products and presentations.

PROGRESS TOWARDS LCAP GOAL 2:

Based on our 22-23 Parent Satisfaction Survey:

- Families who responded represent 42% of our overall student population, 35% of our EL students, and 42% of our LI students.
- 99% of the parents who responded "like CGA". (81% - Like it a Great Deal).
- According to the parents, 99% of the students "like CGA". (over 89% Like it a Great Deal).
- Over 93% of the families rated home to school communication as Excellent or Good (60% Excellent, 33% Good).
- 82% of the students have extremely or very strong relationships with their teachers. For the EL and LI subgroups, this number is 76% and 84%, respectively.
- 89% of the respondents felt that CGA considers the individual needs of their students extremely or very well. For the EL and LI subgroups, this number is 85% and 87% respectively.

A Parent Workshop series comprising four strands was launched this year and has already been offered. The four strands include 1) CGA Basics to educate parents about learning resources, home to school communication, and other operational and logistical supports - Jan 16. 2) Developing in Reading and Math - Feb 16. 3) Social and Emotional Learning - Mar 2. 4) Conversations about Culture - Apr 27. We will continue this parent workshop series in the coming year.

PROGRESS TOWARDS LCAP GOAL3:

In year 3, we have focused significantly on CGA's second pillar -Transformative Teaching Practices. Our staff has received a lot of Professional Development this year to align our instructional practices with the intentions set forth in our charter. This included a 3 day workshop on gold standard Project Based Learning through the Buck Institute of Education, 2 full days of SLOP training for language acquisition, and multiple days of PD involving meaning centered mathematics instruction. Staff was offered 4 discretionary planning days (with substitute coverage) in addition to the PD days scheduled in the Academic Calendar. We have been committed to the well being of our team by offering PD in Personal Leadership, and continuing to carve out time during every Wednesday PLC for a staff huddle which involves check-in's, reflections, and meditation.

OTHER

We continue to refine the implementation of our MTSS, Tier 2/3 referral system for behavior incidents, providing training to our teachers and Instructional Aide staff on these procedures, establishing clear procedures for home to school communication, and continue to partner with our parents to support student behavior using restorative practices. We have piloted some research SEL projects, e.g. all of our second grade students participated in a three week Self Leadership Club rotation this year, six students at a time, in addition to the regularly scheduled "Community and Self" advisory.

We have improved the implementation of the Community and Self advisory in our classrooms during the first twenty minutes of the day, and continue to identify ways to further streamline the SEL framework. CGA was one of the recipients of the Community Schools Planning Grant which is also providing impetus for this work.

We partnered with a vendor to offer STEM based enrichment in our After School Program.

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.

CHRONIC ABSENTEEISM

CGA received a "Very High" rating on the 2022 CA State Dashboard for Chronic Absenteeism. Post-pandemic, student absence has been a concern nationwide. However, we are responding to this surge in Chronic Absenteeism by conducting a needs assessment, which is also a requirement of our CSI plan. Our needs assessment includes archival data review with parent, staff, and community members, and empathy interviews with parents of chronically absent students. We are developing responsive data visualization systems so multiple staff members can have access to actionable data and make informed decisions about supporting our students and families in a timely manner. 34% of the students who were Chronically Absent in 21-22 were EL students and 35% were LI. TK and Kinder students account for 65-75% of the Chronically Absent students. As we engage with our educational partners, we will understand our families' unique needs, and we will be able to identify and select evidence based interventions to address these concerns.

ACADEMIC SUPPORT

Although our internal data (NWEA MAP Growth, 22-23 Fall to Winter) shows that our EL students are growing, we are also cognizant of the fact that their achievement levels are still lagging behind the overall student population. e.g. Only 9.1% of the EL students scored above the 50th percentile in MAP Reading assessments in Winter 2023, but over 40.9% of the EL students met their projected growth (compared to 11.8% in 21-22). Similar trends were observed in Math and Spanish reading MAP assessments as well. This data reveals a need to provide targeted support to our EL students, continuing to staff our classrooms with Instructional Aides, providing more small group and differentiated instruction in 23-24, and continuing to provide additional Tier 2 academic intervention support along with providing relevant PD to our teachers and Instructional Aides to support our EL students. Overall, the data also reveals a need for more support in Spanish Language Arts across the board. This data also made us reflect on the effectiveness of MAP Growth assessments as a benchmark assessment for measuring the progress of our students. We are evaluating another benchmark assessment tool that will give us a more complete view of a child's progress in the form of a biliteracy profile. This will be especially helpful for EL students with Spanish as their primary language. This data will allow teachers to use areas of strength in Spanish to build the child's proficiency in English. The assessment that we are evaluating will be administered in a one-to-one format which will further improve the accuracy of results especially for our EL and K-2 students.

LCAP Highlights

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

CGA is a TK-8 Dual Immersion charter school in its third year of operation. We considered CGA's mission/vision, purpose and model as described in its charter, educational partner perceptions and priorities, and the school's goals for improvement in preparing this LCAP.

CGA's LCAP goals, actions, services and budget demonstrate a thoughtful alignment of resources toward CGA's aims for an excellent school. CGA committed to pursuing three main goals in 23-24, addressing:

- 1- the strength of the academics and student supports in our dual language immersion program, our curriculum and instruction (with Goal 1);
- 2- the sense of belonging and connectedness, as well as social-emotional well-being of our community (with Goal 2);
- 3- the school's provision of staff support and professional training for staff retention and continuous program improvement (with Goal 3).

CGA has been made progress on all 3 goals and looks forward to meeting established goals in '23-24, as staff deepens the implementation of Dual Immersion best practices and Project Based Learning, helping design learning units that are more engaging for students. We are adding an Instructional Coach to our team in 23-24 to provide additional support to our teachers. More field trips and service learning opportunities will be explored to enhance student learning. We will continue to increase parent involvement by organizing more school events, parent workshops, and volunteer opportunities. Project Based Learning is naturally enhancing parent involvement at CGA. The third pillar of our program - "small-safe school culture" will be further implemented by providing a well defined framework and resources for the "Community and Self" advisory and establishment of a Calm Station. CGA was one of the recipients of the Community Schools Planning grant which has created further opportunities for collaboration between admin, staff, parents, and community organizations.

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.

Clovis Global Academy is a single charter school LEA and has been identified for CSI.

Support for Identified Schools

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

Clovis Global Academy supported staff in conducting the local needs assessment by providing professional learning to understand identification status and plan requirements, promoting data clarity, and supporting procedural troubleshooting. CGA's needs assessment will include archival data review with parent, staff, and community members, and empathy interviews with parents of chronically absent students. SWOT analysis and Needs Assessment Tools developed by our Community Schools team will also be used in this process.

Clovis Global Academy will help our staff in identifying and selecting evidence-based interventions included in the CSI plan by collaborating to identify appropriate interventions, actions, use of funds and strategies to reduce chronic absenteeism and support EL student achievement. Staff will be trained in using the Why Wheel for root cause analysis and in using resources such as What Works Clearinghouse (W3C), IES-REL, Visible Learning, and Attendance Works to identify evidence-based interventions.

Clovis Global Academy will use the Resource Equity Diagnostic developed by the Alliance for Resource Equity to identify strengths and gaps across various dimensions of education resource equity including but not limited to Empowering Rigorous Content, Instructional Time and Attention, and Student Supports and Intervention. +

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes collecting and analyzing relevant data in monthly meetings consisting of admin and staff members responsible for carrying out actions identified in the CSI plan, and quarterly meetings with the Parent Advisory Council (PAC) and English Learner Advisory Committee (ELAC). The PDSA cycle and Title I Monitoring and Evaluation Tool will be used to track the progress of implementation. Services or actions, and corresponding success criteria would be clearly identified. Data to be collected and frequency of data collection would be identified to support monitoring and evaluation of the plan implementation and effectiveness.

Evaluating the implementation of the CSI plan includes using the PDSA cycle of continuous improvement along with the Title I Monitoring and Evaluation Tool to evaluate the plan, data, and metrics relevant to CSI identification quarterly with PAC/ELAC, and coaching staff in areas of need including data monitoring and action implementation assistance. The meetings will also address the extent to which the CSI funds are being utilized to assist in meeting the grant objectives.

Monitoring the effectiveness of the CSI plan includes using the PDSA cycle of continuous improvement along with the Title I Monitoring and Evaluation Tool for school leadership to monitor action effectiveness in alignment with the correlating school site metrics and support effective implementation and/or begin a new PDSA cycle.

Evaluating the effectiveness of the CSI plan includes site leaders using action-aligned data/metrics to evaluate action effectiveness and support effective implementation and/or begin a new PDSA cycle of improvement.

Progress updates will be shared during report/input meetings with Parent Advisory Committee (PAC), English learner Advisory Committee (ELAC), at staff meetings, at board meetings, and in parent/community communications.

Engaging Educational Partners

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

CGA staff have been in communication with all CGA families throughout this school year via ParentSquare. Parent feedback was also solicited through an Annual Parent Satisfaction Survey that was made available to parents from March 30th - April 30th, in English, Spanish, and Punjabi. 92.6% of the survey respondents rated school to home communication "Excellent" or "Good". We are a small school, with an enrollment of 215 pupils, and due to the communication with our parents, we felt we have a strong sense of what our community wants and values in their school. CGA staff can communicate with families in English, Spanish, and Punjabi, and we offer translation services for other foreign languages, as needed.

The Parent Advisory Council (PAC) and conducted a Comprehensive Needs Assessment during its January meeting using the Title I evaluation tool. A report on the implementation of the Federal Addendum and LCAP was also provided to the SAC by the Principal/Superintendent and Learning Director and feedback was solicited on potential revisions. A similar exercise was undertaken in the March meeting of the PAC and English Learner Advisory Committee (ELAC) with a focus on English Learners. On May 19, 2023, the PAC and ELAC engaged in a Categorical Program Evaluation for the LCAP Goals and Actions, to discuss, review, and note areas of progress and need. A draft version of the 23-24 LCAP was also reviewed by the PAC and ELAC at this meeting. It was suggested to remove Goal 1 Action 8 as the parent engagement systems are in place now and can be continued via Goal 2 Action 2. All other actions are to continue. The PAC and ELAC also advised on potential strategies to address Chronic Absenteeism as a part of the CSI plan.

A draft of CGA's LCAP was sent to the Fresno County Charter SELPA on May 7th. CGA also engaged with the SELPA during monthly CEO meetings.

CGA staff were also engaged in weekly PLC's to ensure student academic and behavioral needs were identified and data informed decisions were taken to provide appropriate support. As a part of our PLC agenda on April 19 and May 3, we reflected on our LCAP goals, actions and services to improve or increase our service to EL, FY, and LI students. Our core academic teachers, all staff, including our Classified team members, will be sent a survey on May 31st to solicit feedback toward the draft 23-24 LCAP. This anonymous survey will include orienting information as to the purpose of the LCAP, the state's eight priorities, and CGA's LCAP goals. CGA will ask staff to provide responses sharing their impressions of the school's performance in relation to its goals currently, a chance to suggest revisions to the goals, or new ideas for goals, and also solicited their ideas for ways we could meet our goals with actions and services. In addition, all CGA staff were sent a survey on May 19th to gather data on their sense of connectedness to the school, how involved they feel in decision making, how they collaborate with other staff members.

CGA student population in 22-23 was comprised of TK-3rd grade pupils. Their interests are well represented by their parents. Our parents were sent the same LCAP survey as our staff, in addition to the Annual Parent Satisfaction Survey in May, and approximately 45% of our families also provided this written feedback to inform our LCAP drafting process. 2nd and 3rd grade students were given an opportunity to respond to a student survey on May 24th.

The CGA Board engaged in a discussion of the ongoing actions/services to meet CGA's LCAP goals during the May 17 Board meeting. Board members were also encouraged to submit any other suggestions or new ideas via email to the Principal/Superintendent following the meeting, so these thoughts could be considered before the finalization of the draft.

CGA administration includes both a Principal/Superintendent and a Learning Director, and these team members have been in frequent conversation regarding the LCAP drafting, guiding the educational partner engagement and noting the communities comments, wishes, suggestions, and feedback. The two administrators have together reviewed all of the data from the aforementioned educational partner engagement process and identified trends and good ideas as these fit within our school's staffing model, facility opportunities, and instructional paradigm in order to update this LCAP.

A draft copy of the LCAP will be made available for public comment on the schools' website, along with a notice for public hearing on May 29th. The public hearing and adoption of LCAP will be carried out during a regular Board meeting on June 21, 2023. Local Indicators will be presented in conjunction with the LCAP.

A summary of the feedback provided by specific educational partners.

Some of the key take-aways according to educational partner groups included the following:

Parents and students give the school high marks when it comes to providing a welcoming environment, supporting their student's academic and social-emotional development, and alignment with the school's mission/vision. They also express concern about the lack of an outside playground and a desire for extra curricular activities such as music and sports.

The PAC and ELAC identified strengths, needs, and priorities such as providing PD for instructional strategies in literacy for language learners, monitoring student data and building from intervention systems, developing a scope and sequence for the Global Cultures framework with clear learning targets and inter-cultural connections, conduct empathy interviews to understand the needs of families of EL students, continue to plan for student needs at the short term site while the long term facilities development project is also being executed. It was suggested to remove Goal 1 Action 8 as the parent engagement systems are in place now and can be continued via Goal 2 Action 2. All other actions are to continue.

The PAC and ELAC also advised on potential strategies to address Chronic Absenteeism as a part of the CSI plan, such as 1) educating families about the importance of attending school in the formative years of TK/Kinder as these grades constitute 65-75% of the school's chronic absenteeism. 2) Parent education workshops around CGA Basics - how to turn in a doctor's note, overview of Independent Study Policy, Family handbook, how to communicate with staff, PTO, etc. 3) understanding family circumstances, e.g through empathy interviews, focus groups, or surveys. 4) new incoming families to sign a contract following a mandatory orientation, which will help develop an understanding of the parent's role and responsibilities and a knowledge of the helpful resources available at school. 5) parents should be able to see their child's attendance in real time. 6) Tracking unexcused absences and understanding trends of that data 7) Rewards programs for perfect attendance.

Teachers have expressed a need for more collaboration time with grade level partners and vertical teams during weekly PLC's, a more streamlined bilingual Math curriculum, Language Arts and Math curriculum implementation guides with clear language agreements across grade levels, language agreements for assessments, training in GLAD strategies, augmentation of classroom libraries to support Project Based Learning units, and opportunities to observe other classrooms. Teachers also expressed that CGA has many strengths to build from, including a team of excellent aides and support staff in our Special Education team. Our staff also welcomes the schoolwide celebration of student's positive behavior with our Do Right Awards system. Our teachers are also encouraged to see the growth of our students overall and also our EL and LI students, compared to last year.

Board members expressed that Artificial Intelligence (AI) is a concern as well as an opportunity. CGA team should build knowledge around AI so we can take informed decisions, draft policies around ethical considerations of students using AI. The Board also suggested offering opportunities for staff to receive PD in technology use.

Support staff (aides and office Classified staff) indicated optimism and interest in our extended learning opportunities (summer school). Administration's contributions centered around mainly how to grow the staff's capacity to implement the vision articulated in the charter, curriculum adoption and creation of curriculum implementation guides, implementation of more integrated and actionable assessment tools, and development of responsive data visualization systems.

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

A refresher training was given to the Board Members in May about the requirements of the LCAP and the state's priorities. In these meetings, the Board Members indicated their support for the appropriateness of CGA's LCAP goals, and appreciated the inclusion of metrics/indicators that value bilingualism and biliteracy.

The current goals and corresponding actions/services address most of the needs expressed by our educational partners (parents, SAC, ELAC, teachers, and staff). Action #5 was added to Goal #2 to improve student attendance and reduce Chronic Absenteeism.

To summarize, some of the ideas we gathered from our parents, which are evident in this final LCAP include:

Parent Workshops on supporting academics and emotional intelligence - Goal 2, Action 1

continued small group, differentiated instruction - Goal 1, Action 2

hosting school events - Goal 2, Action 2

continue to support and cultivate our already exceptional Instructional Aide team - Goal 3, Action 1

emphasize Staff wellness - Goal 3, Action 2

Develop Global Cultures framework with inter-cultural connections and clear scope and sequence - Goal 1, Action 7

continue the "Conversations about Culture" Parent Workshop series that we began this year - Goal 2, Action 3

Have parent meetings at varied times to provide access to parents with different scheduling needs - Goal 2, Action 1

Plan for student needs at the current facility while also executing long term facilities project. - Goal 1, Action 10

Strategies to address chronic absenteeism - Goal 2, Action 5

To summarize, some of the ideas we gathered from our staff, which are evident in this final LCAP include:

provide Parent Workshops on parenting - Goal 2, Action 1

provide more time for grade level and vertical collaboration during PLC's - Goal 3, Action 4

Adopt language arts and math curriculum with clear language agreements - Goal 1, Action 11

Language agreements for assessments - Goal 1, Action 1

Provide differentiated staff development, allowing team members to pursue interest area/ talent area growth - Goal 3, Action 4

Use multiple, varied assessment practices that honor the whole child, improve our data set to ensure it values all growth - Goal 1, Action 1

Define grade level success benchmarks, particularly in SEL - Goal 2, Action 4

Goals and Actions

Goal

Goal #	Description
1	CGA provides an academically rigorous, standards aligned, dual language immersion program, where all students can be successful (State Priorities: 1, 2, 4, 7).

An explanation of why the LEA has developed this goal.

All dual language programs aim for three outcomes: bilingualism and biliteracy, high academic achievement, and socio-cultural competence. Offering 50/50 immersion and content instruction in both English and Spanish necessarily includes a more rigorous curricular program than monolingual learning environments. Since our students are accountable for state testing results that will only measure English and Math learning, it is important that CGA's LCAP goals also prioritize our dual language goals. We are committed to all students' success within our program. Our community felt this was an appropriate way for CGA to align to the state's priorities while also aligning to our charter's intentions. By implementing actions that support our students needs by differentiating instruction, using varied assessment measures, providing authentic learning experiences, hands-on activities, field trips, and rich classroom libraries, we will see a steady growth in the academic performance of our students as measured by the goal metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA (English Language Arts) Local Benchmarks will be used until CAASPP ELA results become available*</p> <p>Local Benchmarks: NWEA MAP Growth: Percentage of students who are in the 50th achievement percentile or greater or meet their</p>	<p>Establish a baseline in 2021-22</p> <p>Source: Local benchmarks</p> <p>Notes: CGA opened in Fall 2020. Baseline will be established in 2021-22 due to lack of quality data in 2020-21.</p>	<p>Overall: 48.7%</p> <p>EL: 33.3%</p> <p>LI: 48%</p> <p>FY: Number of students below reporting threshold</p> <p>Source: NWEA MAP Growth data</p> <p>Data Year: 2021-22</p>	<p>Overall: 57.3%</p> <p>EL: 40.9%</p> <p>LI: 53.3%</p> <p>FY: Number of students below reporting threshold</p> <p>Data Year: NWEA MAP Growth data</p> <p>Year: 2022-23 (Fall to Winter, Grades 1-3)</p>		<p>Overall: 70%</p> <p>EL: 50%</p> <p>LI: 70%</p> <p>Source: NWEA MAP Growth data</p> <p>Overall: 50%</p> <p>EL:35%*</p> <p>LI: 45%*</p> <p>Source: CAASP data</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>individual growth projection.</p> <p>Schoolpace: IRLA reading level assessment - phased out in 23-24</p> <p>mClass DIBELS - starting 23-24</p>					
<p>SLA (Spanish Language Arts)Local Benchmarks will be used until CAASPP SLA results become available*</p> <p>Local Benchmarks: NWEA MAP Growth: Percentage of students who are in the 50th achievement percentile or greater or met their individual growth projection.</p> <p>Schoolpace: ENIL reading level assessment phased out in 23-24</p> <p>mClass Lectura - starting 23-24</p>	<p>Establish a baseline in 2021-22</p> <p>Source: Schoolpace data Notes: CGA opened in Fall 2020. Baseline will be established in 2021-22 due to lack of quality data in 2020-21.</p> <p>Establish a baseline in 2021-22</p> <p>Source: NWEA MAP Growth data Notes: CGA opened in Fall 2020. Baseline will be established in 2021-22 due to lack of quality data in 2020-21 as all assessments could not be</p>	<p>Overall: 15.4% EL: 13.8 LI: 11.7% FY: Number of students below reporting threshold</p> <p>Source: NWEA MAP Growth data Data Year: 2021-22</p>	<p>Overall: 38.8% EL: 27.3% LI: 39.2% FY: Number of students below reporting threshold</p> <p>Source: NWEA MAP Growth data Data Year: 2022-23 (Fall to Winter, Grades 1-3)</p>		<p>Overall: 45% EL: 35%* LI: 45%*</p> <p>Source: NWEA MAP Growth data *Updated targets for EL and LI.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	conducted in a controlled environment.				
<p>Mathematics: Local Benchmarks will be used until CAASPP Math results become available*</p> <p>Local Benchmarks: NWEA MAP Growth: Percentage of students who are in the 50th achievement percentile or greater or met their individual growth projection.</p>	<p>Establish a baseline in 2021-22</p> <p>Source: NWEA MAP Growth data Notes: CGA opened in Fall 2020. Baseline will be established in 2021-22 due to lack of quality data in 2020-21 as all assessments could not be conducted in a controlled environment.</p>	<p>Overall: 49.5% EL: 16.7% LI: 41.5% FY: Number of students below reporting threshold.</p> <p>Source: NWEA MAP Growth data Data Year: 2021-22</p>	<p>Overall: 57.8% EL: 50% LI: 53.3% FY: Number of students below reporting threshold.</p> <p>Data Year: 2022-23 (Fall to Winter, Grades 1-3)</p>		<p>Overall: 70% EL: 50% LI: 60%</p> <p>Source: NWEA MAP Growth data *Updated targets for EL and LI.</p> <p>Overall: 50% EL: 35%* LI: 45%*</p> <p>Source: CAASP data</p>
English Learners will demonstrate annual growth progress on the ELPAC, as measured by ELPI.	Establish a baseline: English Learners who have more than one year of summative ELPAC data available will demonstrate progress on the ELPAC.	Longitudinal data not available in CA State Dashboard.	28.6% EL students making progress towards English language proficiency. Source: CA State Dashboard 2022		40% of all English Learners will demonstrate progress on the ELPAC, as measured by ELPI.
All students will be taught by properly credentialed teachers.	Verify credentials of all certificated staff to ensure there are no misassignments.	There were no misassignments.	There were no misassignments.		There will be no misassignments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, Mathematics, Science and history-Social Studies.	100% of the students will have access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, Mathematics, Science and History-Social Studies.	100% of the students have access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, and Mathematics.	100% of the students have access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, and Mathematics.		100% of the students will have access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, Mathematics, Science and history-Social Studies.
Enable English Learners access to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of English Learners have access to CCSS and ELD standards. Data Source: Master Schedule and lesson plans.	100% of English Learners have access to CCSS and ELD standards. Source: Master Schedule and lesson plans. Adjusted: New metric added	100% of English Learners have access to CCSS and ELD standards. Source: Master Schedule and lesson plans.		100% of English Learners have access to CCSS and ELD standards.
Access to and Enrollment in a Broad Course of Study	100% of the students have access to and are enrolled in a broad course of study. Source: CALPADS	100% of the students have access to and are enrolled in a broad course of study. Source: CALPADS Adjusted: New metric added	100% of the students have access to and are enrolled in a broad course of study. Source: CALPADS		100% of the students have access to and are enrolled in a broad course of study. Source: CALPADS
EL reclassification rate	Summative ELPAC data from 21-22, teacher observations, internal assessments,	Adjusted: New metric added	17.6% EL's were reclassified.		20% of the EL's are reclassified every year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and parent consultation will inform EL students reclassification at at the beginning of 2022-23 SY.		Note: 6 EL students were reclassified. 34 EL students were reported in the prior year, 21-22 . Source: Dataquest		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Use multiple, varied assessment practices	Based on Educational Partner feedback, there are questions about the validity of assessments, especially for our EL students; whether the Dual Language context is adequately considered in these assessments and administration of tests takes the language background of our EL students into consideration. Accurate assessment of EL's requires awareness of the language load in instructions, context, and culture, and alternate means of demonstrating proficiency such as portfolios and visuals. Admin time will be spent in broadening the data set, selection and set up of assessments. We will evaluate and purchase assessments tools that take into consideration school's Dual Language context and are able to offer actionable steps to build on our EL student's progress in one language to support growth in another language. Professional Development will be offered to teachers and Instructional Aides in the implementation of assessment best practices to include sensitivity to our students cultures, backgrounds, and offering alternate methods of formal and informal assessments. This will yield a more accurate picture of our EL student's progress in English reading, Spanish reading, and Mathematics, as measured by local assessments that have been designed and administered taking into consideration the needs of our EL students. This action is designed to meet the needs most associated with EL students. However, we expect that these assessment practices will also result in assessment results that are	\$83,341.00	Yes

Action #	Title	Description	Total Funds	Contributing
		more accurate and representative of all our students' progress. Hence this action is provided school-wide.		
1.2	Provide small group and one on one conferencing for differentiated, targeted instruction.	As described in the Identified Needs section, we are encouraged by the growth of our EL students but there is a need for ongoing support to further raise the achievement levels of this student subgroup. We want to continue the actions that have led to this growth in our EL students. Based on our Educational Partner feedback, our EL students need scaffolding and differentiated instruction. Small group instruction for EL students eliminates the "one size fits all" approach to instruction. It allows the teacher to differentiate instruction for EL students by scaffolding instruction in a smaller environment and building student collaboration opportunities in the small group and for the students working outside the small group. We will staff additional classroom instructional aides and intervention staff to ensure fidelity of small group, differentiated, and targeted instruction. Supplemental curriculum will be procured to support the small group and differentiated instruction. We will provide PD to train members in key principles of differentiated instruction, ELD standards, supplemental curriculum materials, and the use of data to inform instructional planning. We will ensure that Teachers and Aides are implementing small group and one on one conferencing with students in order to deliver differentiated, targeted instruction at least 25% of the instructional day. These measures are expected to improve Math and reading proficiency of our EL students as measured by local assessment metrics. Although this action is designed to meet the needs of EL students, we expect all students to benefit from differentiated and small group instruction. Hence this action is provided school-wide.	\$537,569.00	Yes
1.3	Provide more hands-on, creative activities, to support lesson plans.	Based on Educational Partner feedback, using hands-on activities and manipulatives helps create background knowledge and comprehensible input for our EL students. We will ensure that classrooms are supplied to provide more hands-on and creative	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>lesson activities through the purchasing of curricular materials and consumable materials and encourage staff to utilize these to support deeper learning in all subjects. This is expected to increase EL students' understanding of content, contributing to improvement in English and Spanish reading levels and Math scores as measured by local assessment metrics. Although this action is designed to meet the needs of EL students, we expect all students to benefit from the increased understanding and student engagement that results from using hands-on activities and manipulatives in learning. Hence this action is provided school-wide.</p>		
1.4	<p>Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.</p>	<p>Based on Educational Partner feedback, frontloading content and creating background knowledge are very effective strategies for supporting the learning of EL students. Field trips are a wonderful way to provide enrichment, frontload content which helps build background knowledge for our EL students and expose students to learning opportunities they might not otherwise experience, especially our LI families. We will schedule and implement field trips that would integrate and support thematic curricular units. Implementation of this action will require teacher and admin time for field trip preparation, providing transportation to and from the school site to the field trip location, purchasing student snacks and supplies for the field trip, and covering admission ticket costs. We expect that field trips will result in increased background knowledge and understanding of content for our EL and LI students and will result in improvement of reading proficiency as measured by local assessment metrics. Although this action has been designed to meet the needs of EL and LI students, we expect all students to benefit from the opportunity to create more learning connections and increased understanding from these field trips. Hence this action is provided school-wide.</p>	\$6,500.00	Yes
1.5	<p>Establish classroom libraries.</p>	<p>As explained in the Identified Needs section, our local benchmark data indicates that our EL students need more support in English and Spanish reading. Our Educational Partners have also expressed the</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need to augment our classroom libraries to support our Project Based Learning units, generate interest and motivation for reading, support differentiated instruction through better matching of students with texts, and provide the means to the practice the skills necessary to develop expert reading skills. We will purchase additional books to augment our classroom libraries to support the interests and learning needs of our EL students who may not have access to a print rich environment at home. We will also purchase the necessary shelving and grade appropriate books to establish small classroom library collections in English and Spanish for each classroom at CGA. Providing a print-rich learning environment in English and Spanish will assist EL students have access to high quality books and generate motivation for reading, translating into improved reading proficiency as measured by local assessment metrics. Although this action is designed to address the needs of EL students, we expect all students to benefit from high quality classroom libraries and a a print-rich learning environment. Hence this action is provided school-wide.		
1.6	Establish a process for identification of gifted learners and train staff in implementation.	Establish a universal screening process for the identification of gifted and talented students. Train teaching staff in their role in the process. Implement the process to generate a list of students who are gifted and talented in order to ensure appropriate instruction can be provided to support their ongoing growth.	\$2,000.00	No
1.7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum.	According to our Parent Satisfaction survey, Global Cultures was one of the reasons for at least 50% of our EL students' families to chose CGA. One of the three pillars of a successful Dual Immersion program is creating socio-cultural competence. Global Cultures Instructional Framework honors our EL students' diversity by providing an avenue to learn about their and other cultures and languages in fun and engaging ways, with art and/or music. It is an asset-based approach that promotes language acquisition and increased sociocultural competence, as suggested in the CA EL Roadmap. We will support classroom teachers with specialists, and utilize approximately 4% of	\$16,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Administrator time in the development of Global Cultures grade level content that is responsive to our EL student population. This action will build on our student's unique home languages and cultures to promote sociocultural competence, improved peer relationships, and connection to school as measured by the annual parent and student surveys.		
1.8	Implement the Parent Engagement strategies described in CGA's 2020-21 Federal Addendum.	Students whose parents participate in their child's education do better overall. This is especially important for our EL, LI, and FY students' families to have avenues to voice their unique needs, and engagement to deepen their support for their child's academic and social-emotional growth in alignment with the school. Establish a Parent Engagement policy; establish a School Advisory Council (which shall include the functions and duties of a School Site Council), establish an English Learner Advisory Committee, encourage the establishment of a Parent Teacher Organization, host increasing number of school events (such as Back to School, Open House, Meet n Greet, Parent Teacher Conferences, and Student Success Team Meetings as needed, and provide related training to CGA staff for these events). Encourage and train parents to volunteer at CGA during instructional day. Budget admin and staff time to set up these systems, plan events, and associated staff training.		No
1.9	Home to School Transportation	Charter schools are not limited by attendance area unlike neighborhood District schools. Based on our Educational Partner feedback, many LI families, especially those who live further away from the school cannot afford to transport their students. In order to increase access to CGA's unique educational program to students from LI families, CGA offers home to school transportation. This action supports the ongoing fuel and maintenance cost of operating CGA's school bus and the bus driver's salary. Although this action addresses the needs of LI students, we expect all students to benefit from the increased access to CGA's educational program. Hence, this action is provided school-wide.	\$33,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Facilities planning and improvement	Facility has a direct impact on a student's learning environment. In order to meet the needs of our growing school, CGA is looking at long term planning for facilities and at the same time planning for ways to meet the needs of our students in the current leased facility, e.g. creating new classrooms, specialized learning spaces, and recreational spaces for physical activity and enrichment programs.	\$31,000.00	No
1.11	Adequate staffing for an academically rigorous, standards aligned, dual immersion program.	CGA will hire adequate certificated and classified staff to support its academically rigorous, standards aligned, dual immersion program. This action includes staffing costs that have not been accounted for in other contributing actions in the LCAP.	\$1,875,670.00	No

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of these actions as Clovis Global Academy carried out all planned actions for Goal 1 during the 2022-2023 school year.

Action 1.1: An assessment calendar was created to guide our teachers. This resulted in more timely availability of data. Our teachers conducted a variety of assessments – IRLA/ENIL reading levels in English/Spanish, NWEA MAP Growth, monthly writing samples, FLOSEM for oral language proficiency and other teacher created formative assessments and checks for understanding. Our Project Based Learning framework offered multiple avenues for students to demonstrate learning, via creation of projects such as bilingual books, oral presentations and other project demonstrations during culminating events. This data has helped us understand the impact of our actions on student progress. Our teachers question the consideration of Dual Language context in the assessments. Teacher calibration of IRLA/ENIL reading level assessments was a concern for couple teachers. We adopted rubrics for writing and will continue to support teachers in the effective use of these rubrics. Teachers will also be supported to create rubrics for the various products of learning during different stages of the Project Based Learning units.

Action 1.2: We were able to provide small group instruction for at least 25% of the time in our classrooms. Additional academic intervention was also provided to students during Specials time, mostly to support English reading. There is an opportunity to increase the effectiveness of small group instruction by providing more PD to our Aides in early literacy instruction, and by providing PD to our teachers for

accountability of learning during independent centers. Other areas of improvement include a better system for progress monitoring of students in academic intervention and an increase in opportunities for Spanish intervention.

Action 1.3: The availability of hands-on materials and manipulatives for learning helped increase student engagement and understanding. Our Project Based Learning framework lends itself to the creation of these engaging learning opportunities. We saw tremendous growth in Math, part of which can be attributed to the intentional use of manipulatives in the beginning stages of teaching a concept.

Action 1.4: All of our classrooms, except Transitional Kindergarten created meaningful learning opportunities for our students by connecting the classroom learning to real life experiences through field trips. Some of our classrooms did not organize the field trips in the beginning of the learning units and used them as connections to learning later in the unit. We will continue to encourage our teachers to take advantage of the field trip opportunities to create more background knowledge, especially for our EL and LI students.

Action 1.5: We continued to flood our classrooms with books. The challenge we faced is the timely ordering of classroom library books related to our Project Based learning units.

Action 1.6: We were able to successfully identify our gifted students, creating awareness for these students' needs for the teachers. We will continue to support our teachers in implementing instructional best practices for gifted students.

Action 1.7: CGA students experienced Global Cultures framework through exposure to Punjabi and Chinese culture through the arts. Students who receive additional academic support were not able to participate in these Specials. We need to further develop grade level content for the Global Cultures Specials in response to the backgrounds and cultures of our student populations.

Action 1.8: CGA has made great progress engaging our parents through the Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), volunteering opportunities, student events such as Back to School, Pastries with Parents, Open House, Talent Show, and Parent Teacher Conferences. When needed, parents are engaged in the Student Success Team (SST) process to collaborate on the best ways to meet a given student's academic or behavioral needs. CGA's Parent Teacher Organization was established and have already taken many initiatives to build community.

Action 1.9: Home to school transportation has been a big enabler for our low-income families who cannot afford to drop off their students to school. Increasing the scope of transportation services is challenging for CGA as charter schools do not receive funding for home to school transportation.

Action 1.10: We continue to make progress planning for our long-term facilities and remodeled our existing facility to create a multi purpose space, additional classrooms, a learning center for academic intervention, and a Specialized Learning Center to support our students needing pull-out Special Education services.

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.

None

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

Actions 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7: Our actions have been successful in supporting the growth of EL students in English reading and Math, as can be seen from the NWEA MAP Growth and IRLA/ENIL Schoolpace.

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.

**Desired outcomes for EL and LI students were added to metrics, where missing, as indicated by an asterisk.

**ELPI indicator was added to the metrics.

**English reading proficiency metrics from various assessment sources were combined for ease of understanding. Local assessment results will be used until CAASPP results are available. The data source would be specified when results are reported. Schoolpace - IRLA levels were used up to 22-23 SY. Starting 23-24, mCLASS DIBELS will be used.

**Spanish reading proficiency metrics from various assessment sources were combined for ease of understanding. The data source would be specified when results are reported. Schoolpace - ENIL levels were used up to 22-23 SY. Starting 23-24, mCLASS Lectura will be used.

**Math proficiency metrics from various assessment sources were combined for ease of understanding. Local assessment results will be used until CAASPP results are available. The data source would be specified when results are reported.

**A portion of CSI funds will be used in Action 1.2 to provide temporarily increased academic intervention staff capacity to support EL students.

**Action 1.3 was rephrased: “science and art” was replaced with “all subjects” since we use a lot of manipulatives in Math.

**Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 were rephrased to clarify:

- the needs, conditions, circumstances of EL, LI, FY students in comparison to all students and how the action takes these into consideration.
- what the action/service entails.
- intended outcome as it relates to the need, condition, or circumstance of the identified student group(s)
- how the action will be effective in producing the intended outcome for the identified student group(s) to a greater extent than all students.

**Action 1.8 will be discontinued since we have set up systems for parent engagement, as intended.

**Action 1.11 was added to account for at least 51% of the Total Budgeted LCFF funds in the 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.

Goals and Actions

Goal

Goal #	Description
2	CGA cultivates a highly engaged parent and student population with socio-cultural competence and emotional intelligence, fully invested in and connected to the school community and academic program (State Priorities: 3, 5, 6).

An explanation of why the LEA has developed this goal.

We recognize that a key part in our school community's thriving is socio-cultural competence and engagement. At the same time, we hope to support the growth of not only our pupils' emotional intelligence but also their parents, recognizing that if we can help their homes become more nurturing and parents have a few more self-management skills, that will only come to benefit our young students as well and promote peace in our community. We also want our families to feel our school is a big part of their life, a community they belong in and where they are valued, accepted, supported, and appreciated. Having this as one of our LCAP goals helps our staff prioritize and plan to cultivate the social-emotional learning of our community. By implementing these actions - organizing parent workshops (Action 2.1), hosting multiple school events (Action 2.2), cultural conversations workshops (Action 2.3), and developing grade level SEL benchmarks (Action 2.4), we will see increased connectedness of our students, families, and staff to the school, as measured by the annual survey. Effective implementation of Action 2.5 will help reduce Chronic Absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.*	60% of the parents will complete annual parent satisfaction surveys.	46.5% of the families completed the survey. Source: 21-22 Annual Parent Satisfaction Survey			70% of the families will participate in the annual school survey,
Participation in Parent Workshops	CGA will develop an annual calendar of activities and workshops to provide learning and networking	Due to COVID, parent workshops could not be conducted for a major portion of the year.	CGA offered a four part series of workshops covering CGA Basics, Supporting Academics, Social		Number of families that participate in the parent workshops will increase by 20% every year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	opportunities for our families.		Emotional Learning, and Cultural Conversations. Number of attendees: 45, 23, 18, 20 based on participant count during Zoom meetings.		Source: Sign-in/attendance records for in-person or virtual workshops. *
Attendance rate.	Student attendance will be above 96% as indicated by the P-2 Attendance Report.	92.4% Source: 21-22 CALPADS P-2 report	92.5% Source: 22-23 CALPADS P-2 report		Student attendance will be above 96%.
Chronic absenteeism rate.	Less than 2% of the students will be chronically absent.	20.7% Source: Dataquest 21-22*			Less than 7% of the students will be chronically absent.*
Individualized learning Plan (ILP) character goals.	ILP will be developed by the teacher in consultation with the parents at the first parent teacher conference, for 100% of the students. At least one character goal will be established in the ILP for all students.	100% of the ILP's were developed. Process needs to be refined further to track progress towards character goals.			80% of the students will meet their character goal by end of year Report Card.
Sense of school safety	Establish a baseline in 21-22	Parents: 98% Students: 98% Staff:	Parents: 98% Students: 98% Staff:		Over 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: 21-22 Annual Parent Satisfaction Survey	Source: 22-23 Annual Parent Satisfaction Survey		
Sense of school connectedness		Parents: 98% Students: 98% Staff: Source: 21-22 Annual Parent Satisfaction Survey	Parents: 98% Students: 98% Staff: Source: 22-23 Annual Parent Satisfaction Survey		
Suspension rate		4.5% Source: Dataquest 21-22			
Expulsion rate		0% Source: Dataquest 21-22			
Facilities Inspection Tool - FIT - Good or better	Good	Good Source: 21-22 Williams visit facility report.	Good Source: Local Facility Inspection Tool		Good or better

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	<p>90% of families of EL students and 85% of the LI families who completed the Annual Parent Satisfaction Survey expressed interest in attending a class or workshop on how family members can support their child at home. Research shows that students whose parents participate in their child's education do better overall. Our local assessment data also indicated a need for academic support, especially for our EL students. Although our LI students are performing at par with the overall cohort of students, it benefits LI and FY families to know about available resources and techniques for supporting their child's academic and social-emotional growth at home in alignment with the school. We will devote administrator and counselor planning time toward developing and implementing a series of Parent Workshops on high leverage topics to support student flourishing, including but not limited to supporting early literacy (in English, in Spanish), language acquisition, fun ways to reinforce mathematics learning, social-emotional competencies and ways to develop these (CASEL's 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), Developmental Assets (Search Institute's research on ways to develop grit/resilience in young people), and conscious parenting methods (e.g. love and logic, cultivating positive self-talk, being a positive role model, helpful ways to talk with children). These topics and tools will empower parents of our EL and LI students to fulfill their parenting role with sound practices that support student success and send consistent messages between school and home. By providing Parent Workshops on these select topics, we give our families, particularly the EL and LI pupils, access to expertise that they might not otherwise be able to access. This will serve to reinforce positive parenting practices, major contributing factors in student success, and this action helps the school address the needs of the whole child. CGA's desired outcomes for this action is to increase parents' trust and connection with CGA staff and for parents to feel empowered with resources to support their child at home. These outcomes will be measured through pertinent questions on the Annual Parent Survey such as sense of school connectedness and families' participation in the workshops.</p>	\$15,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Host multiple school events and create opportunities to increase parent engagement.	CGA will continue to organize events such as Back to School Night, Open House, Habits of a Scholar awards assemblies, New Parent Orientation events, while continuing to offer Meet n Greet for incoming TK/K students, and Parent- Teacher Conferences. CGA will also continue to encourage parent volunteerism and support the success of this with a Volunteer Orientation training.	\$14,635.00	No
2.3	Continue the "Conversations about Culture" Parent Workshop series that we began in 2020-21. (repeated expenditure, Goal 2, Action 1)	Continue to host monthly "Conversations about Culture" Parent Workshop series, which were a successful parent/student engagement effort in the current year. Expand offerings by continuing to invite speakers who can offer information about the various background cultures in our school communities. Use this series to reinforce and compliment Global Cultures framework (classroom learning).		No
2.4	Define grade level success benchmarks, particularly in SEL. (repeated expenditure, Goal 1, Action 1)	Develop comprehensive set of success benchmarks by grade level to guide teachers' planning and parent support based upon the expanded data set described in Goal 1 Action 1, making sure to include developmental SEL milestones.		No
2.5	Improve student attendance and reduce chronic absenteeism.	CGA was identified for Comprehensive Support and Improvement (CSI) due to a "Very High" rating on the 2022 CA State Dashboard for Chronic Absenteeism. This action is included in the LCAP to address Chronic Absenteeism as a part of the CSI plan. CSI grant funds will be used to fulfil the objectives of this action by conducting a needs assessment, identifying evidence-based interventions, and monitoring the implementation and effectiveness of those interventions. This includes admin and staff time to establish educational partner groups, CSI plan development, needs assessment, root cause analysis, development of responsive data systems, selecting and implementing evidence-based interventions, building capacity to implement those	\$100,040.00	No

Action #	Title	Description	Total Funds	Contributing
		interventions, and using data and outcomes to monitor and evaluate the improvement efforts.		

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of these actions as Clovis Global Academy carried out all planned actions for Goal 2 during the 2022-2023 school year.

Action 2.1: A four part Parent Workshop series was offered via Zoom. This included topics such as: 1)CGA Basics to learn about the school, how to access learning resources and stay connected with staff. 2) Supporting the child's development in reading and math. 3) Experience meditation practice and develop the five core competencies of SEL. 4) Cultural Conversations: facilitated conversations to learn about each others culture. We scheduled the workshops in the evening via Zoom to give the families an option to access these sessions from the comfort of their homes. We hope that more families will participate in these workshops.

Action 2.2: We hosted Back to School night, parent Meet & Greets for new incoming families, Habits of a Scholar Awards assemblies, Open House, Talent Show, and Kinder graduation. Many parents volunteered in their child's classroom during the various stages of their Project Based Learning units and field trips. Parents also enjoyed their child's products of learning during the culminating events of PBL such as a "Welcome to the Zoo" exhibit by first graders, "Cultural Night" by third grade, etc.

Action 2.3: We hosted Cultural Conversations workshop as a part of the Parent Workshop series (see Action 2, Goal 1)

Action 2.4: Individualized Learning Plan (ILP) were developed by the teachers in consultation with parents, which includes at least one character goal. We continue to reflect on various ways to create SEL benchmarks. The challenge in implementing the actions under Goal 2 would be to increase parent participation.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in any of the actions for Goal 2.

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

Actions 2.1, 2.2, 2.3, and 2.4 helped maintain high levels of school connectedness for our families. Based on our 22-23 Parent Satisfaction Survey:

- 99% of the parents who responded "like CGA". (81% - Like it a Great Deal).

- According to the parents, 99% of the students "like CGA". (over 89% Like it a Great Deal).
- Over 93% of the families rated home to school communication as Excellent or Good (60% Excellent, 33% Good).
- 82% of the students have extremely or very strong relationships with their teachers. For the EL and LI subgroups, this number is 76% and 84%, respectively.
- 89% of the respondents felt that CGA considers the individual needs of their students extremely or very well. For the EL and LI subgroups, this number is 85% and 87% respectively.
- Families who responded represent 42% of our overall student population, 35% of our EL students, and 42% of our LI students.

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

Metric 1 has been rephrased: "Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs"

Metric 2 - Parent participation in workshops: the target was modified to "Number of families that participate in the parent workshops will increase by 20% every year." This will be based on the sign-in/attendance records.

Sense of school safety and sense of school connectedness were added as separate metrics. The outcome will be separated by parents, students, and staff.

Suspension Rate and Expulsion Rate were added to the metrics.

Action 2.5 was added as a part of the CSI Plan to address Chronic Absenteeism.

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.

Goals and Actions

Goal

Goal #	Description
3	CGA maximizes the contributions of each member of staff through meaningful professional development and develops a CGA team that is fully invested in and connected to the school community and academic program (State Priorities: 1, 2, 6, 7).

An explanation of why the LEA has developed this goal.

We lay a strong foundation this year by spending a lot of PD time around the "Transformative Teaching" pillar described in our charter - Project Based Learning, effective practices in Dual Language education, SIOP strategies, meaning centered Math. Our hope to continue to build on this foundation for our returning staff and support our new teachers in these areas as well. We look forward to responding to our teacher's needs by adopting a new curriculum and assessments with clear language agreements and providing associated PD for our staff. We will also allow teachers to pursue development opportunities related to their talent areas or areas of interest. We believe this will be an effective strategy for making our lean staff at our small charter school a powerhouse, with resident experts on many topics and staff feeling like they are able to pursue the growth where they have passion or natural motivation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Personalized professional development goals.	100% of the certificated staff members will develop a professional development goal during pre-service.	100% of the staff members developed a PD goal during pre-service. Staff was provided PD during the school year and a menu of summer PD opportunities to meet these goals. *Source: PD Goal Statements and PD calendar.	100% of the staff members developed a PD goal during pre-service. Staff was provided PD during the school year and a menu of summer PD opportunities to meet these goals. *Source: PD Goal Statements and PD calendar.		100% of the staff members will reach their personalized professional development goals. *Source: PD Goal Statements and PD calendar.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff retention.	Over 90% of the staff is retained year over year. *Source: Staff schedules	Over 90% of the staff returned in 21-22 *Source: Staff schedules	Over 90% of the staff returned in 22-23 *Source: Staff schedules		Over 90% of the staff is retained year over year. Source: Staff schedules
Teacher qualifications	100% of core teachers are highly qualified as measured by ESSA Act and a review of teacher assignments. *Source: Dataquest 2020-21 Teaching Assignment Monitoring Outcome Report	Data not available on Dataquest	Data not available on Dataquest		100% of core teachers are highly qualified as measured by ESSA Act and an audit of teacher assignments. Source: Dataquest 2020-21 Teaching Assignment Monitoring Outcome Report

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support and cultivate our Instructional Aide team.	Provide additional professional development to develop our Instructional Aides skill in using CGA's adopted and supplemental curricular resources, using student data to inform instructional choices, the use of scaffolding and differentiation strategies, strategies that support dual language education best practices, restorative practices and MTSS process.	\$3,000.00	No
3.2	Emphasize Social-Emotional Learning and well-being for	Develop leadership capacity of teachers and administrators by providing PD in SEL and continuing the practice of staff huddle, providing a space for check-ins and meditation.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
	CGA staff by providing PD in this area.			
3.3	Campus Beautification	Improve the campus with beautification efforts (e.g. paint, murals, additional furnishings, bulletin boards). Decorate the site more with messaging to reinforce our positive school culture and multilingualism, and core values.		No
3.4	Differentiated Staff Development	Provide differentiated staff development, allowing team members to pursue interest area/talent area growth by request to a CGA administrator. With a small staff, CGA employs this strategy to increase the breadth (and depth) of expertise in its team members for the benefit of the school overall. This is also a way to contribute to staff's well-being and it is a retention strategy for our excellent staff.	\$5,000.00	No

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of these actions as Clovis Global Academy carried out all planned actions for Goal 3 during the 2022-2023 school year. Our classified staff received PD in Tier2/Tier3 MTSS referral systems, restorative conversations with students, and best practices in student supervision. Couple of our aides also received CPI training. Returning CGA teachers had the opportunity to attend ATDLE's 3 day Dual Immersion conference in June, 2023. New teachers attended ATDLE's 2 day New Teacher Institute in July. Over two weeks of pre-service was offered to our staff, which included a 3 day workshop from Buck Institute of Education on Project Based Learning, a full day of SIOP training, meaning centered math instruction, training around Growth Mindset in the classroom, setting personal vision and annual goals, as well as additional support around Dual Immersion best practices and thematic unit planning. The PD opportunities were rich and our staff was challenged to absorb a lot of new pieces but the objective was to introduce the key instructional elements of our charter with the acknowledgement that we would be working as a team over many years to deepen our knowledge in these elements.

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.

We spent a lot more on PD (Action 3.4) compared to what was budgeted in the LCAP, using the funds from the PCSGP grant to support our staff's learning.

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

Action 3.1: Our classified staff received PD in Tier2/Tier3 MTSS referral systems, restorative conversations with students, and best practices in student supervision. Couple of our aides also received CPI training.

Action 3.2: Self-leadership PD to set personal vision and professional goals as well as promoting a growth mindset in the classroom was offered during pre-service. We continued to follow our "huddle" protocol during PLC's which provides a safe space for team members to check-in, listen actively, and meditate together, creating deeper trust and acceptance.

Action 3.3: This action was combined with Goal 1 Action 10 related to facilities.

Action 3.4: Returning CGA teachers had the opportunity to attend ATDLE's 3 day Dual Immersion conference in June, 2023. New teachers attended ATDLE's 2 day New Teacher Institute in July. Over two weeks of pre-service was offered to our staff, which included a 3 day workshop from Buck Institute of Education on Project Based Learning, a full day of SIOP training, meaning centered math instruction, training around Growth Mindset in the classroom, setting personal vision and annual goals, as well as additional support around Dual Immersion best practices and thematic unit planning.

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.

Data sources for the various metrics were updated.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$371,512	\$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
13.65%	0.00%	\$0.00	13.65%

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.

The actions listed below are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group’s stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each “wide” action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each “wide” action. The contributing “wide” actions in this plan are:

Goal 1; Action 1: the use of multiple and varied assessment practices,
Goal 1; Action 2: providing small group and one on one conferencing for differentiated, targeted instruction.
Goal 1; Action 3: providing more hands-on, creative activities that support lesson plans.
Goal 1; Action 4: schedule and implement field trips that reinforce curriculum
Goal 1; Action 5: Establishing classroom libraries
Goal 1; Action 7: the development and implementation of a Global Cultures instructional framework.
Goal 1; Action 9: providing home to school transportation.

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. We are using the increased funding to increase/improve services as described for our LEA-wide services in prompt one.

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.

Response to this section is not applicable for Clovis Global Academy. Even though CGA's UPP was 67%, we did not receive concentration grant funds as we are limited by the UPP of Clovis Unified School District.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,484,764.00	\$8,000.00		\$249,248.00	\$2,742,012.00	\$2,651,342.00	\$90,670.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Use multiple, varied assessment practices	English Learners	\$73,233.00			\$10,108.00	\$83,341.00
1	1.2	Provide small group and one on one conferencing for differentiated, targeted instruction.	English Learners	\$408,469.00			\$129,100.00	\$537,569.00
1	1.3	Provide more hands-on, creative activities, to support lesson plans.	English Learners	\$10,000.00				\$10,000.00
1	1.4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	English Learners	\$6,500.00				\$6,500.00
1	1.5	Establish classroom libraries.	English Learners	\$5,000.00				\$5,000.00
1	1.6	Establish a process for identification of gifted learners and train staff in implementation.	All	\$2,000.00				\$2,000.00
1	1.7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum.	English Learners	\$6,705.00			\$10,000.00	\$16,705.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Implement the Parent Engagement strategies described in CGA's 2020-21 Federal Addendum.	All					
1	1.9	Home to School Transportation	Low Income	\$33,000.00				\$33,000.00
1	1.10	Facilities planning and improvement	All	\$31,000.00				\$31,000.00
1	1.11	Adequate staffing for an academically rigorous, standards aligned, dual immersion program.	All	\$1,875,670.00				\$1,875,670.00
2	2.1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	English Learners Low Income	\$15,552.00				\$15,552.00
2	2.2	Host multiple school events and create opportunities to increase parent engagement.	White, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Homeless, Foster Youth, Hispanic or Latino, Filipino, English learner (EL), Asian, American Indian or Alaska Native, African-American All Students with Disabilities	\$14,635.00				\$14,635.00
2	2.3	Continue the "Conversations about Culture" Parent Workshop series that we began in 2020-21. (repeated expenditure, Goal 2, Action 1)	White, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Homeless, Foster Youth, Hispanic or Latino,					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Filipino, English learner (EL), Asian, American Indian or Alaska Native, African-American All Students with Disabilities					
2	2.4	Define grade level success benchmarks, particularly in SEL. (repeated expenditure, Goal 1, Action 1)	White, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Homeless, Foster Youth, Hispanic or Latino, Filipino, English learner (EL), Asian, American Indian or Alaska Native, African-American All Students with Disabilities					
2	2.5	Improve student attendance and reduce chronic absenteeism.	All Students with Disabilities				\$100,040.00	\$100,040.00
3	3.1	Support and cultivate our Instructional Aide team.	All	\$3,000.00				\$3,000.00
3	3.2	Emphasize Social-Emotional Learning and well-being for CGA staff by providing PD in this area.	All		\$3,000.00			\$3,000.00
3	3.3	Campus Beautification	All					
3	3.4	Differentiated Staff Development	American Indian or Alaska Native, African- American, Foster Youth, Hispanic or Latino, White, Two or More		\$5,000.00			\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Filipino, English learner (EL), Asian, Homeless All Students with Disabilities					

2023-24 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
2,720,904	\$371,512	13.65%	0.00%	13.65%	\$558,459.00	0.00%	20.52 %	Total:	\$558,459.00
								LEA-wide Total:	\$558,459.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

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	1.1	Use multiple, varied assessment practices	Yes	LEA-wide	English Learners	All Schools	\$73,233.00	
1	1.2	Provide small group and one on one conferencing for differentiated, targeted instruction.	Yes	LEA-wide	English Learners	All Schools	\$408,469.00	
1	1.3	Provide more hands-on, creative activities, to support lesson plans.	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	
1	1.4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	Yes	LEA-wide	English Learners	All Schools	\$6,500.00	
1	1.5	Establish classroom libraries.	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	
1	1.7	Develop Global Cultures Instructional Framework to	Yes	LEA-wide	English Learners	All Schools	\$6,705.00	

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 (%)
		empower Teachers and Aides to implement this part of the CGA curriculum.						
1	1.9	Home to School Transportation	Yes	LEA-wide	Low Income	All Schools	\$33,000.00	
2	2.1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	Yes	LEA-wide	English Learners Low Income	All Schools	\$15,552.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$598,282.00	\$659,486.00

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	1.1	Use multiple, varied assessment practices	Yes	\$56,670.00	57,323
1	1.2	Provide small group and one on one conferencing for differentiated, targeted instruction.	Yes	\$360,225.00	377,257
1	1.3	Provide more hands-on, creative activities, that support lesson plans-especially in science and art.	Yes	\$10,000.00	10,000
1	1.4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	Yes	\$6,000.00	6,050
1	1.5	Establish classroom libraries.	Yes	\$20,000.00	32,732
1	1.6	Establish a process for identification of gifted learners and train staff in implementation.	No	\$2,000.00	1,809
1	1.7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum.	Yes	\$15,619.00	19,433
1	1.8	Implement the Parent Engagement strategies described in CGA's 2020-21 Federal Addendum.	Yes	\$28,099.00	24,907
1	1.9	Home to School Transportation	Yes	\$33,000.00	31,571

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	1.10	Facilities planning and improvement	No	\$28,000.00	28,385
2	2.1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	Yes	\$20,669.00	20,669
2	2.2	Host multiple school events and create opportunities to increase parent engagement. (repeated expenditure, Goal 1, Action 8)	No		
2	2.3	Continue the "Conversations about Culture" Parent Workshop series that we began in 2020-21. (repeated expenditure, Goal 2, Action 1)	No		
2	2.4	Define grade level success benchmarks, particularly in SEL. (repeated expenditure, Goal 1, Action 1)	No		

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)
3	3.1	Support and cultivate our Instructional Aide team.	No	\$2,000.00	2,000
3	3.2	Emphasize Social-Emotional Learning and well-being for CGA staff by providing PD in this area.	No	\$8,000.00	8,000
3	3.3	Campus Beautification	No		
3	3.4	Differentiated Staff Development	No	\$8,000.00	39,350

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$269,647	\$472,498.00	\$489,919.00	(\$17,421.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.1	Use multiple, varied assessment practices	Yes	\$49,649.00	50,306		
1	1.2	Provide small group and one on one conferencing for differentiated, targeted instruction.	Yes	\$317,462.00	335,630		
1	1.3	Provide more hands-on, creative activities, that support lesson plans--especially in science and art.	Yes	\$10,000.00	10,000		
1	1.4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	Yes	\$6,000.00	6,050		
1	1.5	Establish classroom libraries.	Yes	\$2,000.00	2,000		
1	1.7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum.	Yes	\$5,619.00	8,786		
1	1.8	Implement the Parent Engagement strategies	Yes	\$28,099.00	24,907		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
		described in CGA's 2020-21 Federal Addendum.					
1	1.9	Home to School Transportation	Yes	\$33,000.00	31,571		
2	2.1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	Yes	\$20,669.00	20,669		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,001,538	\$269,647	0.00	13.47%	\$489,919.00	0.00%	24.48%	\$0.00	0.00%

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Data Entry Table

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

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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