LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Global Vision Academy
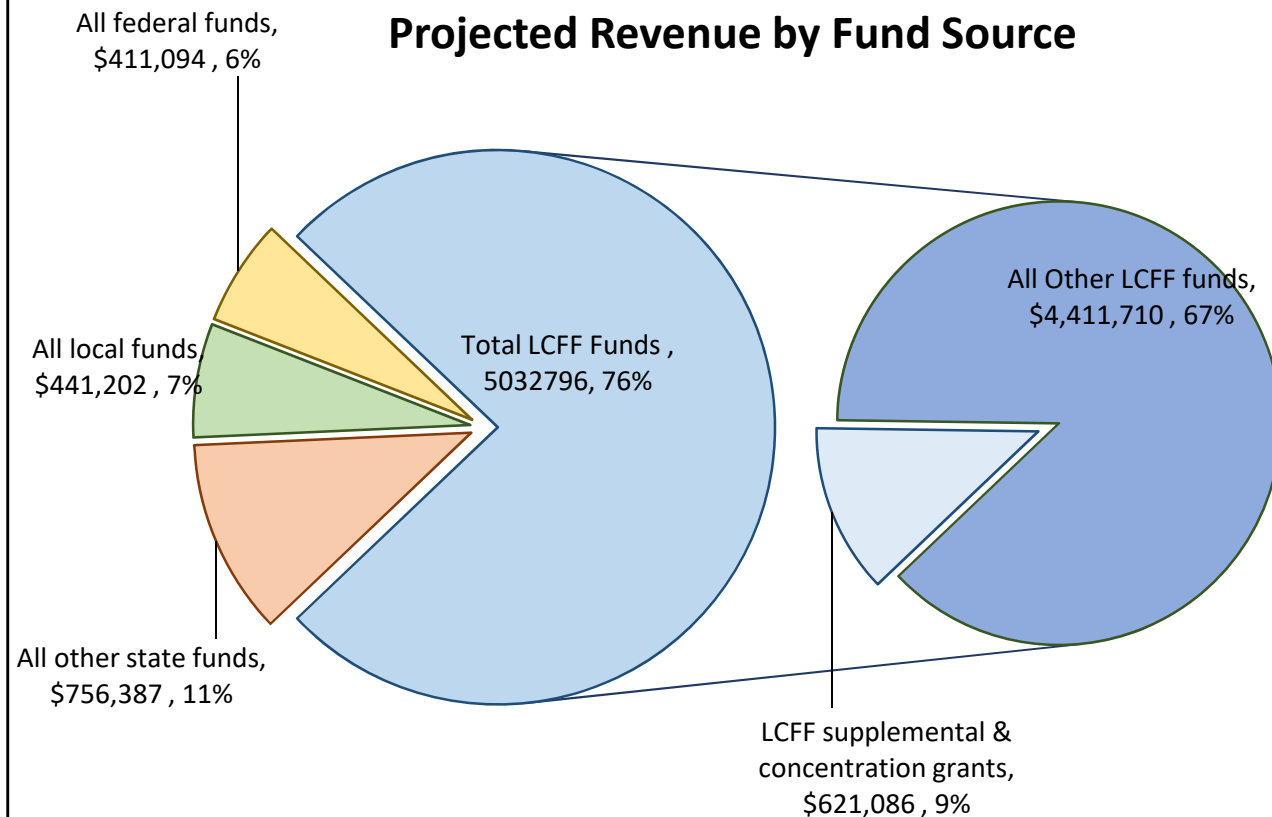
CDS Code: 37-68338-0121684

School Year: 2023-24

LEA contact information: Christine Kane, Executive Director

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $411,094 , 6%

All local funds, $441,202 , 7%

All other state funds, $756,387 , 11%

Total LCFF Funds , 5032796, 76%

All Other LCFF funds, $4,411,710 , 67%

LCFF supplemental & concentration grants, $621,086 , 9%

This chart shows the total general purpose revenue San Diego Global Vision 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 San Diego Global Vision Academy is $6,641,479.00, of which $5,032,796.00 is Local Control Funding Formula (LCFF), $756,387.00 is other state funds, $441,202.00 is local funds, and $411,094.00 is federal funds. Of the $5,032,796.00 in LCFF Funds, $621,086.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
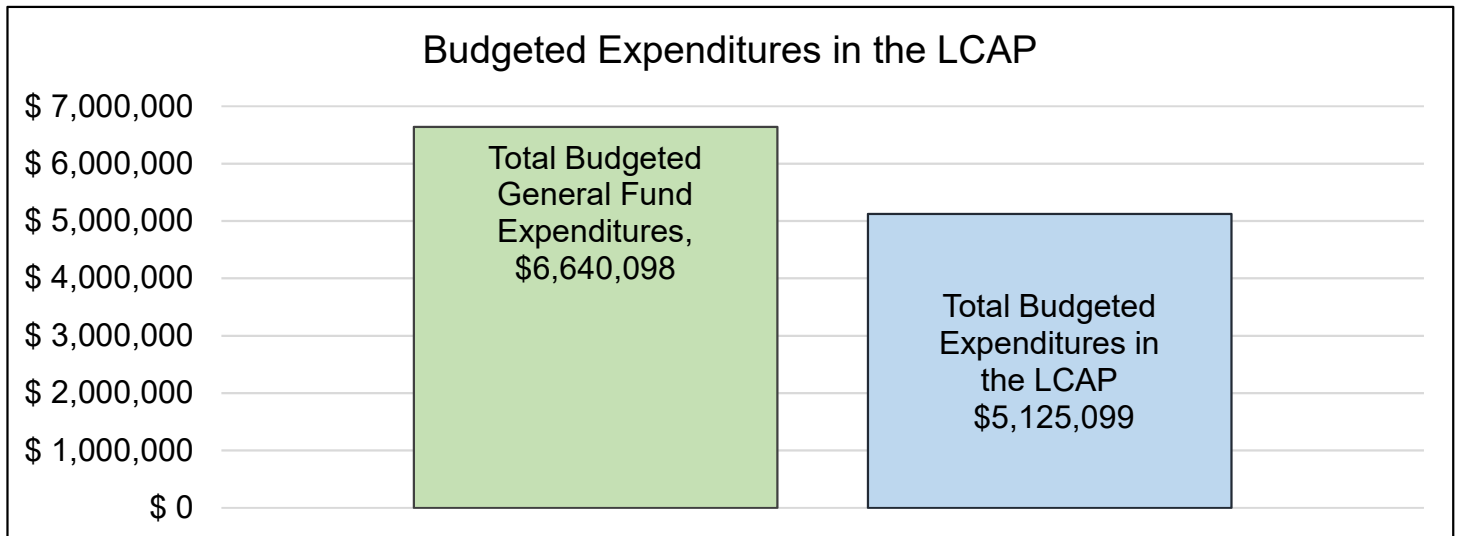
This chart provides a quick summary of how much San Diego Global Vision Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Global Vision Academy plans to spend $6,640,098.00 for the 2023-24 school year. Of that amount, $5,125,099.00 is tied to actions/services in the LCAP and $1,514,999.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
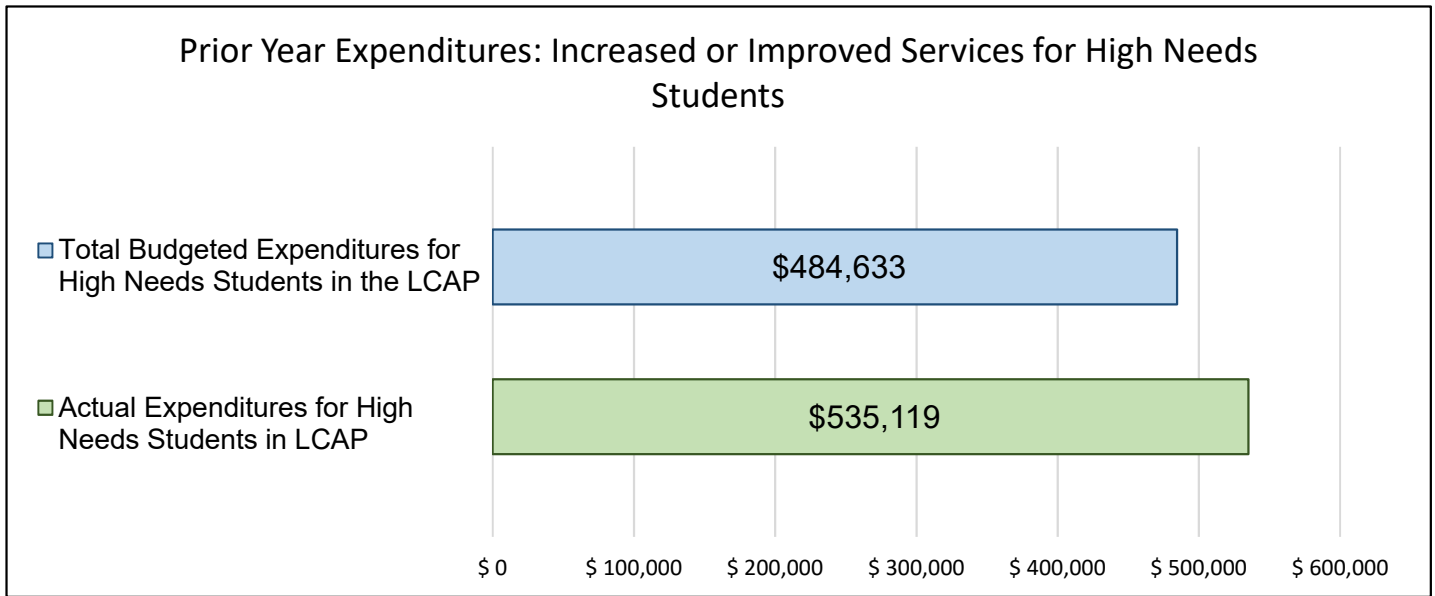
Expenses not included in the LCP may contain but are not limited to lease expenses, health and welfare benefits, facilities expense, and other general administrative expense.

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

In 2023-24, San Diego Global Vision Academy is projecting it will receive $621,086.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Global Vision Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Global Vision Academy plans to spend $621,086.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$484,633
☐ Actual Expenditures for High Needs Students in LCAP	$535,119

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

This chart compares what San Diego Global Vision Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Global Vision 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, San Diego Global Vision Academy's LCAP budgeted $484,633.00 for planned actions to increase or improve services for high needs students. San Diego Global Vision Academy actually spent $535,119.00 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
San Diego Global Vision Academy	Christine Kane, Ed.D., Executive Director	christine.kane@sdgva.net 619.600.5321

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.

San Diego Global Vision Academy (SDGVA) is a writing, STEAM, and service-learning based public school. SDGVA strives to build student's academic self-efficacy to participate in the global community. SDGVA does this by taking a four-pronged approach towards preparing students for 21st century literacy and leadership demands.

1. Access to high quality standards-aligned educational experience

2. Guiding Principles of the National Writing Project

3. STEAM-based instruction that emphasizes critical and innovative thinking

4. Service-learning component

SDGVA offers a culturally and linguistically diverse student body with an opportunity to achieve academically in a "warm-demanding" (Hammond) learning environment. SDGVA staff maintains a Culture of High Expectations for both academics and behavior while providing a safe and nurturing learning environment for all students.

San Diego Global Vision Academy (SDGVA) is a direct-funded charter school serving 417 students in grades TK-8 that include the following demographics: 57% Hispanic, 219% African American, 12% White, 10% 2+ Races, 1% Asian, 15% Students with Disabilities (SWD), 13% English Learners (EL), 8% Homeless Youth (HY), and 61% Socioeconomically Disadvantaged.

San Diego Global Vision Academy mission is to develop civic-minded leaders, accomplished writers, and resilient life-long learners. Our vision is to provide every student with an education that integrates meaningful service learning and quality writing instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. San Diego Global Vision Academy fosters inter-disciplinary thinking in Science, Technology, Engineering, Arts, and Mathematics (STEAM) to prepare students as 21st century learners.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.
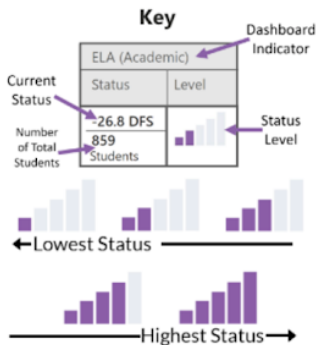
The following chart reflects San Diego Global Vision Academy's performance on the 2022 CA School Dashboard by indicator and student group:

Dashboard Student Group Report

San Diego Global Vision Academy

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard

Key

Dashboard Indicator — ELA (Academic)
Current Status — Status | Level
Number of Total Students — -26.8 DFS, 859 Students — Status Level

←Lowest Status ——————
—————— Highest Status→

Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievment						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	64.3% n=42		21.2 dfs n=265		-21.6 dfs n=264		0.2% n=425		35.2% n=421			
Student Program												
English Learner	64.3% n=42		-16.7 dfs n=62		-52.2 dfs n=62		0% n=66		45.5% n=66			
Foster Youth												
Homeless Youth			-3.5 dfs n=15		-38.1 dfs n=15		0% n=24		50% n=24			
Socioeconomically Disadvantaged			2.9 dfs n=158		-43.8 dfs n=158		0.4% n=254		45.8% n=253			
Students with Disabilities			-66.3 dfs n=43		-103.9 dfs n=43		1.4% n=72		42.3% n=71			
Student Race/Ethnicity												
Black/African American			-1.3 dfs n=60		-62.7 dfs n=60		0% n=84		27.7% n=83			
American Indian or Alaska Native												
Asian			n=1		n=1		n=2		n=2			
Filipino			n=1		n=1		n=3		n=3			
Hispanic			13.7 dfs n=147		-23.5 dfs n=147		0.4% n=244		39.4% n=241			
Pacific Islander			n=1		n=1		n=1		n=1			
White			68.5 dfs n=34		30.9 dfs n=33		0% n=54		25.9% n=54			
Multiple Races/Two or More ATSI			65.9 dfs n=21		31.1 dfs n=21		0% n=37		40.5% n=37			

San Diego Global Vision Academy's 2022 Dashboard illustrates the numerous successes and achievements accomplished post-pandemic which include:

- "High" performance level for the ELA Academic Indicator for Schoolwide (all students) (21.2 DFS); and the Hispanic student group (13.7dfs)

- "Very High" performance level for the ELA Academic Indicator for the White student group (68.5dfs)

-"Medium" performance level for the Socioeconomically Disadvantaged (2.9dfs); and African American (-1.3dfs) student groups.

- White student group growth for the ELA Academic Indicator: +68.5 DFS; and +30.9 DFS for Math

- Hispanic student group growth ELA Academic Indicator: +13.7 DFS

- Socioeconomically Disadvantaged student group growth ELA Academic Indicator: +2.9 DFS

- "High" performance level for the English Learner Progress Indicator (ELPI): 64.3% of EL made progress towards English language Proficiency as measured by Summative ELPAC

- "Medium" performance level for the Math Academic Indicator for Schoolwide (all students) & Hispanic student group

""High" performance level for the Math Academic Indicator for the White student group.

- "Very High" performance level for the Suspension Rate Indicator for all students (0.2%; and the following student groups: English Learners 0%; Socioeconomically Disadvantaged 0.4%, African American 0%; Hispanic 0.4%; White 0%; and Multiple Races 0%.

- All Local Indicators earned a "Standards met" on the 2022 CA School Dashboard.

English Language Arts: SDGVA administered Fastbridge aReading assessments to all students three times per year. An analysis of this year's results has concluded:

- For Kindergarten: there has been an increase from low risk; and decrease from some risk) and 1st grade (an increase to some risk and decrease from high risk) and 2nd grade (increase college pathway and decreased high risk), from Baseline to winter aReading data we have an increase in reading percentages. This growth is attributed to use of leveled Fountas and Pinnell classroom texts and use of Imagine Learning. Targeted phonics instruction with Literacy Links and Secret Stories in the general education classroom, during after-school tutoring sessions, and in designated English Language Development sessions. All teachers implement daily small group guided reading groups and have been supported with school-wide professional learning and data analysis. Additionally, all teachers have been supported by an instructional coach who provides targeted feedback observation cycles. Also, students who need additional support, participate in after-school tutoring led by credentialed educators. General educators collaborate with educational specialists and English Language Development to create differentiated English-Language Arts tasks. Students who need more support receive tier 3 small group pull out and push in reading instruction. Lastly, the instructional coach designated for TK/Kinder-2nd grade collaborates with the general education teacher, education specialist, and instructional associates (paraeducators) to create targeted support plans for instructional plans which include her push-in support.

- For 6th-8th grade, from Baseline to winter Fastbridge aReading data - there has been an increase in college pathway percentage and a decrease in low and high risk percentages. This growth is attributed to weekly responses to intervention pull-out groups, small group reading instruction, inclusive supports for students with disabilities in the general education setting, use of MyPath Imagine Learning online reading program for students not yet reading at grade level and in need of more support as indicated in the Four Year EL monitoring program. Sixth grade utilized Fountas and Pinnell level books and 7th and 8th uses diverse novel books sets leveled to student reading needs. Additionally, the 6th-8th grade teachers have participated in reading specialist professional learning to gain research based reading strategies. Also, students who need additional support, participate in after-school tutoring led by credentialed educators.

- For 4th grade, there was an increase from low risk to college pathway) and 5th grades (decrease in high risk and increase to some risk), from Baseline to winter aReading data we have an increase in reading percentages. This growth is attributed to use of leveled Fountas and Pinnell classroom texts and use of Imagine Learning. All teachers implement daily small group guided reading groups and have been supported with school-wide professional learning and data analysis. Additionally, all 4th and 5th grade teachers have been supported by an instructional coach who provides targeted feedback observation cycles. Also, students who need additional support, participate in after-school tutoring led by credentialed educators. General educators collaborate with educational specialists and English Language Development to create differentiated English-Language Arts tasks. Students who need more support receive tier 3 small group pull out and push in reading instruction.

The following are the ELA Fastbridge aReading results by student group:

- White: 12% increase in college pathway and 5% decrease in high risk

- Two or More Races: 6% increase in college pathway and 2% decrease in high risk

- EL: 5% increase in college pathway, 4% increase in low risk and 9% decrease in high risk

- African American: 2% increase in college pathway, 2% increase in low risk and 4% decrease in high risk

- Hispanic: 2% increase in college pathway, 1% increase in low risk and 1% decrease in high risk

- SED: 1% increase in college pathway, 1% increase in some risk and 2% decrease in high risk

- SPED: 5% increase in low risk, 7% gain in some risk, and 10% decrease in high risk

We attribute gains in reading achievement with all student groups (White, Two or More Races, English Learners, Black, Hispanic/Latino and Socio-economically Disadvantaged) to sustained years of differentiated professional development for all team members who support student learning (educators, instructional associates, education specialists) on research-based literacy practices such as guided reading in small groups with a focus on emergent literacy (phonics/phonemic awareness/environmental print), fluency (rate, accuracy & prosody) and comprehension (explicit & implicit) development.

English Learners in 22-23 received designated instruction from two credentialed educators. Internal data indicates an improvement from previous year this student group improved from High Risk in 2021-2022 to Some Risk category in 2022-2023.

Mathematics: SDGVA administered Fastbridge Math assessments to all students three times per year. An analysis of this year's results has concluded:

- Students in grades K-2: showed an increase in college pathway and decrease in high risk. We attribute this growth to the use of Dreambox daily for K-1st and multiple times a week for 2nd grade. CGI strategies are used in the general education classroom, during Response to Intervention sessions, and in English Language Development Sessions. Students in grades K-1 utilize math centers that are differentiated to support student academic needs and create hands-on experiences for students to work through math tasks and collaborate with peers. All grade levels use small group instruction multiple times a week and have been supported with professional learning on effective mathematics instruction. Additionally, all teachers have been supported by an instructional coach who provides targeted feedback observation cycles. Also, students who need additional support participate in after-school tutoring led by credentialed educators. Educators also send home interactive games and resources for students during report card conferences so that students can practice skills at home.

- Grade 4 showed an increase in college pathway and decrease in high risk. We attribute this growth to weekly responses to intervention pull-out and push-in groups, small group math instruction, math centers, inclusive supports for students with disabilities in the general education setting, use of iXL program for differentiated learning opportunities. 4th grade teachers also collaborate with education specialists and response to intervention educators to plan small group instruction to promote access to grade level content for all students. 4th grade has access to using Illustrative Math curriculum autonomously to best fit the needs of students. Curriculum is adapted to be culturally relevant and responsive to students. Additionally, 4th teachers are engaged in Cognitively Guided Instruction (CGI) Training and participate in school's math professional development sessions. Teachers also utilize Universal Design for Learning to create lessons that provide multiple points of access for students. Also, students who need additional support, participate in after-school tutoring Monday-Thursday led by credentialed educators. Additional tutoring group is also available from response to intervention teacher to students who need extra support. 4th grade teachers also are provided mentorship and collaboration with instructional coaches through targeted feedback.

- Grades 7-8: showed an increase in college pathway and a decrease in high and low risk. We attribute this growth to weekly responses to intervention pull-out groups, small group math instruction, inclusive supports for students with disabilities in the general education setting, use of iXL program for differentiated learning opportunities. 7th and 8th grade teachers also collaborate with education specialists to plan small group instruction to promote access to grade level content for all students. 7th and 8th grade also had access to using Illustrative Math curriculum as well as the Desmos curriculum autonomously to best fit the needs of students. Curriculum is adapted to be culturally relevant and responsive to students. Additionally, 7th and 8th grade teachers have completed Cognitively Guided Instruction Training and participate and lead math professional development sessions school wide. Teachers also utilize Universal Design for Learning to create lessons that provide multiple points of access for students. Also, students who need additional support, participate in after-school tutoring Monday-Thursday led by credentialed educators. 7th and 8th grade teachers also are provided mentorship and collaboration with instructional coaches through targeted feedback.

The following are the ELA Fastbridge aReading results by student group:
- Kinder: 12% increase in college pathway and 12% decrease in high risk
- Grade 1: 13% increase in college pathway and 7% decrease in high risk
- Grade 2: 9% increase in college pathway and 8% decrease in high risk
- Grade 3: 10% increase in low risk and 5% decrease in high risk
- Grade 4: 10% in college pathway and 5% decrease in high risk
- Grade 5: 7% increase in low risk and no change in high risk
- Grade 6: maintained consistent scores
- Grade 7: 5% increase in college pathway and 5% in high risk
- Grade 8: 15% increase in college pathway and 205 decrease in low risk

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.

San Diego Global Vision Academy's 2022 Dashboard illustrates the following identified needs:

- Suspension Rate: Medium performance level for Students with Disabilities

- ELA Academic Indicator: Low Performance level for English Learners and Students with Disabilities student groups

- "Very low" performance level for the Math Academic Indicator for the Students with Disabilities student group

According to the 2022 Dashboard and the 2022-23 Fastbridge aReading data, SDGVA's priority for English Language Arts (ELA) is the need to increase English Language Arts achievement for students with disabilities (SWD). In addition, an analysis of Dashboard data shows a need for improvement with English Learners with a secondary focus on socio-economically disadvantaged and African American students to increase ELA achievement. When analyzing 22-23 aReading data, there is a need to improve ELA Achievement for Students with Disabilities (SWD), Hispanic, and African American students with a secondary need for improvement with English Learners (EL).

According to the 21-22 Dashboard and the 22-23 aMath Data, SDGVA's priority Math need is to increase math achievement for students with disabilities. In addition, an analysis of the Dashboard and aMath shows a need to support African American students.

SDGVA has identified its **Prioritized Needs** are increasing ELA and Math achievement for students with disabilities. In order to meet the ELA needs of student with disabilities we need to provide quality professional development for our Education Specialists on literacy strategies and interventions. In order to meet the Math needs of students with disabilities we need to provide quality training and professional development in writing Student IEP goals that incorporate the mathematical practices. Classroom Educators as well as Education Specialists will then differentiate tasks and skills practice to provide access to grade level content and support conceptual mathematical understandings.

SDGVA will focus on increasing ELA and Math achievement for African American students. In order to meet the ELA needs of African American students our professional development sessions will focus on Universal Design for Learning. Classroom educators and Education Specialists will plan and design multiple means of engagement, representation, and action and expression that promote student choice and agency. In order to meet the Math needs of African American students our professional development sessions will include creating culturally relevant math tasks that align with CGI strategies. Classroom educators and Education Specialists will be responsive to student created strategies and making connections to mathematics in everyday life.

The following chart reflects the projected 2022-23 chronic absenteeism rates schoolwide and by student group:
Chronic Absenteeism: The community we serve including the County of San Diego was severely impacted by the pandemic and other social factors that impact attendance data. Our students faced housing and food insecurity, combined with trauma, anxiety, and increased stress levels. Many families experienced job insecurity and faced trauma. SDGVA's "Very low" performance level on the 2022 California Dashboard, school-wide and within major student groups, is reflective of these challenges. Many students suffered illness, as a result of COVID, or had family members who did, which resulted in higher absenteeism rates. Additionally, chronic absenteeism rates were pervasive statewide due to state and county strict COVID protocols.

Projetcted	Rate
Schoolwide	19%
African-American	15%
Hispanic	19%
White	19%
2+ Races	6%
EL	26.7%
Homeless	29%
SWD	27%
SED	23.6%

For the 2023-24 school year, an Attendance Committee will be formed led by the Director of Information Technology and Data Analysis; that will develop and implement an Attendance and Truancy policy and provide tiers of intervention to reduce chronic absences. SDGVA and our educational partners are committed to every student's need for academic success, which starts with positive attendance. SDGVA will re-introduce the incentive plan that was implemented pre-pandemic. SDGVA is committed to universal strategies for every student to encourage and reward positive attendance. SDGVA also uses strategies aimed at early intervention designed to help students who need more support to avoid chronic absences. SDGVA will offer more intensive support to students facing challenges attending school.

Through our comprehensive needs assessment, we identified that students facing chronic absenteeism require strategies that involve:

1. Engaging the students and parents

2. Recognizing good and improved attendance

3. Attendance data and practices/procedures.

4. Personalized early outreach and intervention.

5. Develop responses and plan for barriers to attendance.

6. Access to short-term independent study program.

Root Cause Analysis: SDGVA's attributes its success in ELA to our Guided Reading program that remains a core component of our Literacy Instruction in grades TK-8th grade. Our professional development is differentiated, targeted, and implementation is visible in general education classrooms and small groups. Our instructional staff has used the MTSS Framework as a means of supporting students. SDGVA's Special Education program is inclusive and our Response to Intervention Programs are targeted, responsive, and thoughtfully planned. Our entire staff creates learning opportunities and interacts with students and families in a way that is culturally responsive. We implement Social Emotional Learning experiences into daily lessons and routines, utilize practices that are restorative, we had a decline in suspension, and increase in leadership awards. Overall, our school has a positive culture that is a core component of our professional development and is visible in all staff members, across classrooms, offices, and small groups. Our instructional leadership team meets regularly to plan professional development

opportunities, create, and maintain programs such as our after-school tutoring program, and make school-wide decisions that benefit students and families.

SDGVA's success in mathematics can be attributed to ongoing Cognitively guided math instruction for all educators TK-8th. Educators participate in 3-4 day long CGI math training sessions with opportunities for follow-up throughout the school year. Each educator participates in about 3 years of trainings in order to be fully certified. With this training, teachers are provided autonomy to create standards-based lessons using the principles of CGI math in order to meet students at their individual cognitive level. SDGVA provides teachers with Illustrative mathematics curriculum which utilizes the principles of CGI math too. Educators develop differentiated math centers in order to provide small group instruction with targeted skills.

Additionally, SDGVA's professional learning plan has included differentiated sessions to meet the needs of each educator and the grade level they serve. The professional learning includes culturally responsive pedagogy to provide access for all students to rigorous tasks and ensure high expectations for all students.

Since 2018, SDGVA has been utilizing grant funds to create and implement the MTSS framework. During that process, SDGVA eliminated the pull out special education learning center and instead moved to an inclusive learning environment to allow for more inclusive academic and behavior supports. The MTSS framework has also provided opportunities for SDGVA to improve the Response to Intervention (RtI)Program by increasing staff, making data based decisions, and providing RtI teachers with more professional development.

Identified areas of need: SDGVA has identified the following areas of identified need

- Challenges with staff retention, especially with the Special Education Program, require additional time and efforts to provide professional development, develop

- The preparation to obtain a credential as an Education Specialist does not include courses in literacy development. SDGVA provides professional development for Education Specialists to conduct targeted literacy intervention support for students with disabilities.

- There is a need for additional professional development on Universal Design for Learning (UDL), providing differentiated supports to access grade level content, and in writing IEP goals.

- Identified learning gaps in Math among students in grades 3&5, due to remote learning during the pandemic. During the pandemic there was a delay and interruption in CGI training for our teachers.

- Grade 6 (maintaining similar scores throughout the year) was affected by instructional time missed during remote learning pandemic,, and decreased instructional time and access to intervention services. During this time period there was also a delay and interruption in educator CGI training. Challenges with teacher retention also require additional time and effort to provide professional development and maintain continuity.

Annually SDGVA conducts a comprehensive needs assessment collecting, disaggregating, reviewing, and analyzing multiple types of state, and local data to assess and evaluate our schoolwide and organization-wide practices and program efficacy; in addition to progress monitoring and program evaluation. In addition, the needs assessment is used to evaluate the use of federal, including Title Funds, federal and state one-time

funds, state (LCFF funds) and its impact on student outcomes and schoolwide goals. We solicit the input of our educational partners in the annual review of the LCAP and with the development of the 2023-24 LCAP, this includes feedback from our weekly staff/professional development, Leadership team meetings; including the allocation of Title Funds which are included in our LCAP. We assess the various evidence-based practices, tiered intervention programs, and evidence based strategies and use data to evaluate areas of strength, areas for growth, including whether programs/services were effectively implemented with fidelity to achieve our LCAP/schoolwide goal.

Through the use of multiple types of formative and summative data, teachers are able to make data-driven decisions including changes to their lessons, delivery of instruction, use of support staff and/or intervention programs/materials to name a few.

As part of the ATSI Planning we utilized the Alliance for Resource Equity toolkit, [The Education Combination: 10 Dimensions of Education Resource Equity](#) to Unlock Opportunities for Every Student. We identified the following resource inequities contributing to our gaps, and we will collaborate with our educational partners to improve education resource equity for all students in alignment with our MTSS and Community Schools Initiatives to ensure we provide the right combination of supports to address each child's unique needs so that they can achieve.

- Dimension 1: School Funding: The funds required to sustain a rigorous MTSS program with highly qualified credentialed educators, intervention specialists and counselors who are able to work positively with culturally and linguistically diverse student populations.

- Dimension 5: Instructional Time & Attention: Collaborative time for educators, education specialists, RTI interventionists, counselors and instructional associates to meet on behalf of students regarding differentiated needs. Increase the support for educators during literacy and math centers to facilitate small group interventions and monitor student behavior needs that arise. Provides more individual attention to students, which can improve student performance.

- Dimension 9: Learning Ready Facilities: SDGVA has facilities that are structurally sound, provide a safe and appropriate physical environment for learning and have effective equipment to meet students' needs. SDGVA has the staff required to support a rigorous MTSS Framework but is in need of more rooms on our facility so each team (Special Education, English Learners, Response to Intervention & Counseling) that provides student services can have a quiet learning environment to conduct lessons.

The findings from the comprehensive needs assessment and resource inequity have been embedded throughout the goals and actions in the 2023-24 LCAP and use of state and federal funds to address overall schoolwide, and student needs in addition to the ATSI planning. The 2023-24 LCAP serves multiple purposes addressing the 8 state indicators, 2022 CA School Dashboard findings, LCAP goals, and actions, integrating SPSA, and ATSI Plan requirements into one document for transparency and accessibility for our educational partners.

LCAP Highlights

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

San Diego Global Vision Academy (SDGVA) was identified as eligible for ATSI based on the 2022 CA Schools Dashboard. Upon consultation with our educational partners, we chose to integrate the ATSI requirements throughout this LCAP for purposes of transparency, accountability, and efficiency. In addition, our school adhered to the [CDE's ATSI Planning Summary](#), a document developed to support school planning efforts for single school districts and charter school eligible for ATSI.

SDGVA continues to strengthen, expand and assess its Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

Highlights of the 2023-24 LCAP includes:

- Addition of an ELA RtI Interventionist and Math RtI Interventionist.

- Focus on writing IEP goals that allow for inclusive instruction

- Professional development on writing IEP goals that incorporate mathematical practices

- Differentiated Professional Development on CGI Math for educators & Educational Specialists

- Continue with the following initiatives: MTSS, Literacy, New Educator Evaluation Program (E3), Human Rights Campaign for Gender Equity, and partnership with El Dorado SELPA for professional development.

- Continue with math Initiative (co-teaching, co-planning, CGI PD, and small group differentiated instruction)

- Focus on improving English Language Development (ELD); and provide professional development on ELD (designated and integrated), GLAD, ELPAC preparation, use of instructional time, and ELD curriculum adoption.

- Establish a Community Schools Steering Committee in alignment with MTSS and the CA Community Schools Framework.

SDGVA has developed its 2023-24 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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.

San Diego Global Vision Academy was not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

San Diego Global Vision Academy engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the ATSI Plan through the following methods/venues:

- Principals/Administrators and Leadership Team were consulted during weekly in-person Leadership Team meetings (August 2022 – June 2023) to discuss the LCAP Goals, Actions and metrics, local data, ATSI Plan, and the development of the 2023-24 LCAP.

- Teachers were consulted during staff meetings (monthly) in-person (January – May 2023) and surveyed to discuss the LCAP Goals, Actions and metrics, local data, ATSI Plan, and the development of the 2023-24 LCAP.

- Other School Personnel were consulted during staff meetings (monthly) in-person (January – May 2023) and surveyed to discuss the LCAP Goals, Actions and metrics, local data, ATSI Plan, and the development of the 2023-24 LCAP.

- Students were consulted during assemblies and via survey to solicit input on the ATSI Plan and 2023-24 LCAP goals, actions, and metrics.

- Parents were consulted during Monthly Coffee with the Principal (September 2022 – May 2023) & surveyed to solicit input on the LCAP Goals, Actions and metrics, local data, ATSI Plan, and the development of the 2023-24 LCAP.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during Monthly (September 2022 – May 2023) to solicit input on the LCAP Goals, Actions and metrics, local data, ATSI Plan, and the development of the 2023-24 LCAP.

- ELAC/DELAC/EL-PAC were consulted on 11/9/22, and 4/26/23 to solicit input on the LCAP Goals, Actions and metrics, local data, ATSI Plan, and the development of the 2023-24 LCAP.

- SELPA was consulted on June 1, 2023.

San Diego Global Vision Academy consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators and Leadership Team feedback focused on the professional development needs to address SWD, EL, and CGI Math implementation; the need to continue with Instructional Associates, and RtI ELA and Math Interventionists to further provide tier 2 and 3 interventions.

- Teacher feedback focused on the need to continue with Instructional Associates, Counselors and strengthen the PE Program.

- Other School Personnel feedback focused on the need to continue to employ Instructional Associates.

- Student feedback included the need to continue/expand Intramurals, field trips, and improve the selection of lunch meals.

- Parent feedback included opportunities for students and parents to engage in acts of service and develop empathy; expansion of enrichment programs (robotics cheerleading, talent shows, NY/DC trip, gardening, chess, and archery). Families provided suggestions for how they can be involved – providing services such as Art; sharing traditions; Cultural Night; and Volunteering for Field Trips.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities: feedback included – families feel like a valued partner during IEP meetings; their concerns are addressed including recommendations; staff communicates effectively and highly satisfied with SPED services.

- ELAC/DELAC/EL-PAC feedback included Chromebooks for at-home use for ELs to utilze for additioanl support; use of EL apps for instruction; would like more information for EL parents to better support their child at home; prizes/incentives for attendance; continue with designated ELD teacher; continue with Imagine Learning program for ELs.

- SELPA did not provide any additional feedback.

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

The aspects of the 2023-24 LCAP that were influenced by input from our educational partners include:

- Goal 1, Action 3: Instructional Associates

- Goal 1, Action 3: ELA RtI Interventionist; and Math RtI Interventionist

- Goal 1, Action 4: Counseling services

- Goal 2, Action 1: Instructional Coaches

- Goal 2, Action 1: Professional Development: CGI Math, SPED, and EL

- Goal 2, Action 2: Designated ELD teacher; and Imagine Learning

- Goal 2, Action 4: Technology devices

- Goal 3, Action 1: Intramural Sports, Field trips

Goals and Actions

Goal

Goal #	Description
1	Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) with Response to Intervention (RtI) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups).

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen and expand MTSS to address SWD and EL needs and improve daily student attendance rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 59.23% 2020-21: not administered	2021-22: 64.26% Met or Exceeded Standards	2022-23: results pending		65%
CAASPP Math Source: CDE	2018-19: 51.50% 2020-21: not administered	2021-22: 39.54% Met or Exceeded Standards	2022-23: results pending		55%
CA Science Test: Gr 5 Source: CDE	2018-19: 47.8% 2020-21: not administered	2021-22: 31.19% Met or Exceeded Standards	2022-23: results pending		50%
CA Science Test: Gr 8 Source: CDE	2018-19: 54.2% 2020-21: not administered	2021-22: 29.2% Met or Exceeded Standards	2022-23: results pending		55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate Source: CALPADS	2019-20: 96%	2020-21: 96%	2021-22: 91%		>95%
Chronic Absenteeism Rate Source: Dataquest	2018-19: 5.3% 2019-20: Not reported by the CDE	*See Chronic Absenteeism 2020-21 table below*	*See Chronic Absenteeism table below*		<8%
Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study Source: Master Schedule	2019-20: 100%	2020-21: 100%	2021-22: 100%		100%
Facilities in "good" repair as measured by FIT. Source FIT/SARC	Good	Good	Good		Good

Year 1 Outcome — CHRONIC ABSENTEEISM (2020-21)

	Count	Rate
Schoolwide	32	7.5%
African-American	8	9.1%
Hispanic	18	7.9%
White	5	8.6%
2+ Races	1	2.2%
EL	4	7.1%
Homeless	4	23.5%
SWD	9	12.7%
SED	28	10.5%

Year 2 Outcome — CHRONIC ABSENTEEISM

	Number	Rate
Schoolwide	148	35.2%
African-American	23	27.7%
Hispanic	95	39.4%
White	14	25.9%
Two or More Races	14	38.9%
EL	30	45.5%
Homeless	12	50.0%
SWD	30	42.3%
SED	116	45.8%

San Diego Global Vision Academy serves grades TK-8: therefore, the following metrics do not apply:
- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher

2023-24 LCAP: San Diego Global Vision Academy

- Priority 3: Pupils prepared for college by EAP
- Priority 5: HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	SD Global Vision Academy will employ an Executive Director and a total of 18 appropriately credentialed and assigned classroom teachers for students in grades TK-8, to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school's base program. SDGVA will provide its students with a longer school day, and longer school year: 177 instructional days which exceeds the CA state requirement of 175 instructional days. All teachers will participate in 10 days of intensive Summer Professional Development, in preparation for the 2023-24 academic school year, and an additional 8 non-instructional days during the academic year, and weekly Professional learning and/or staff development during the academic school year.	$1,834,115	Y
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	As part of the MTSS process, SDGVA will administer diagnostic assessments (academic universal screeners), that will be used to monitor student academic progress; identify strengths, needs to modify instruction; provide academic intervention, and to continue to challenge each student academically: - Fastbridge aReading & aMath assessments (K-8); 3 times/year - Fountas & Pinnell: Gr K-6 - Illuminate assessments - State mandated Assessments: CAASPP, CAST, ELPAC, etc.	$4,300	N

3	**MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	To address learning loss and accelerate learning, as a result of distance learning, and impacts of COVID, SDGVA will provide the interventions and/or support services to close achievement gaps and ensure students are on track towards grade level mastery. The ELA & Math RtI Interventionists (Title I funded) will provide Tier 3 support for identified students in grades K-5; and Instructional Associates will provide push-in and small group instruction. The Director of Academic Achievement will collect, disaggregate, review, and analyze student achievement data, local schoolwide data that will be discussed during ILT and staff development meetings and identification of students for tiered supports. The Director of Academic Achievement will also provide instructional coaching for all Instructional Associates to ensure implementation of evidence-based pedagogical strategies to close achievement gaps. Students will also utilize the supplemental intervention programs and instructional materials to support their learning.	$747,985	Y
4	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	As part of our RtI program our school is committed to providing SEL supports especially with the impacts of the global pandemic, resulting in high levels of stress, anxiety, and isolation. Counseling services will be provided to students for small group or one-on-one counseling. Counselor will ensure the SEL needs of our students are addressed using mindfulness, restorative practices, and SEL curriculum (Second Step and classroom Champions). SDGVA administers universal screeners such as Panorama SEL surveys to identify and monitor SEL needs. In response to chronic absenteeism and truancy for students including special populations such as SWD's, EL's and socio-economically disadvantaged student groups, SDGVA will model its efforts on San Diego County Office of Education (SDCOE). SDGVA will convene a team with the goal of understanding trends, develop goals to reduce truancy and chronic absenteeism with concern for special populations, specialize our efforts for intense intervention measures using internal and community resources to meet the needs of each family, monitor absences in real time;	$123,422	N

		incorporate practices that communicate safety, openness for a productive alliance, utilize our Education Specialists, Office Team and Administration to sustain engagement with families and refine the tiered-based system depending on incoming data.		
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	SDGVA strives to provide all students and staff with safe and clean school facilities and will adhere to all state and local county health department guidelines in the prevention of COVID. Annually, the Facility Inspection Tool (FIT) will be completed, and reported on the SARC, LCAP, and Local Indicators Report. Identified findings from the FIT report will be addressed.	$515,570	N
6	**SERVICES TO SUPPORT SWD**	SDGVA's Special Education program design is an inclusion model. SDGVA currently services approximately 14% SWD. Students with disabilities are mainstreamed to the greatest extent possible and IEP teams take into account the unique needs of the students served when determining the most appropriate method of instruction and placements. Students with disabilities are provided services in the Learning Lab, speech room or counseling office to receive targeted, individualized instruction or additional curriculum resources to make progress on their IEP goals. Special education staff provide small group instruction targeting specific California content state standards. Our current strength includes the sustainable use of our Multi-Tiered Systems of Support (MTSS) model over four years to review data the educators provide on student academic, behavior, and social-emotional learning to determine which students need universal, targeted, and intensified support. That data is then analyzed again with demographic data like socio-economic status, race, English Learner students, and Special Education status to ensure at-risk students have access to programs such as Response to Intervention (RTI) and after-school tutoring. The action plan for Special Education is based on our analysis of Special Education needs in terms of improving literacy proficiency rates for students who have literacy goals included in their Individualized	$1,000,113	N

		Education Plans (IEP's). We have designed a professional development series for Education Specialists throughout the year that will target the following areas required for literacy development: environmental print, phonemic awareness, phonics, fluency and comprehension. The professional development series will include both overview sessions for the entire Special Education Team as well as more personalized sessions differentiated to meet the needs of their current caseload in terms of early/emergent literacy (TK-2nd) and transitional (3rd-8th). These sessions will be conducted throughout the two weeks of professional development in the August 2023 and throughout the seven additional professional development days on the academic calendar. Education Specialists will assist General Educators for the first time in collecting Universal Assessment data for students assigned on their caseload in terms of collecting literacy data for phonics, sight words, fluency and comprehension development. One goal of the professional development series is to increase the literacy expertise of our Education Specialist Team they state would help them to plan and provide more targeted literacy interventions throughout the year and understand how to monitor their progress overall. The collaborative effort to connect the literacy practices of General Education and our Education Specialists will increase opportunities for Special Education students to receive targeted literacy interventions that will help them to meet and exceed grade level standards. Education specialists will also attend professional development opportunities offered by El Dorado SELPA to continue to provide quality support our families have come to rely upon. SDGVA continues to have a high percentage of positive responses when surveyed about the quality of programming and support offered to families. SDGVA has a high percentage of parent involvement in IEP meetings annually.		
7	**BROAD COURSE OF STUDY**	SDGVA will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) which includes Music (TK-5), Art (Gr 6-8), and Tae Kwon Do: (TK-5)	$95,000	N

		Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.		

Goal Analysis for 2022-23

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

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

Action 1: An additional teacher and substitutes were hired to fill absences, allow teachers to participate in professional learning opportunities and illnesses, to maintain continuity of instruction for all students.

Action 4: An additional counselor was added for a total of 2) that took on the role of the SEL RtI, therefore the SEL RtI position was not filled.

Action 7: Art elective was added for middle school (grades 6-8).

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 material differences in Actions 1, 4 & 7 - due to the increase in staff to provide essential services for our students as evidenced above.

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

Hiring teachers on staff was critical to ensure continuity of instruction, with the level of rigor and high expectations in every classroom. Hiring an additional Counselor was rather than SEL RtI's was essential to address the behavioral, SEL and mental health needs of our students; and were also tasked with implementing Second Step SEL and Character Strong to improve school climate, student engagement and de-escalate post-pandemic behavioral issues.

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.

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the upcoming year, as SDGVA continues to strengthen its MTSS using data-informed decision-making. However, the administrative team will analyze and review SEL screener 2-3 times a year with a focus on preventative measures to further decrease negative student behaviors; and we will shift our focus to implementing restorative practices.

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

Goal

Goal #	Description
2	Continue to provide all students with a high quality and highly engaging educational program using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on the diverse learning needs of our students, prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

An explanation of why the LEA has developed this goal.

Continue to provide robust professional development to build teacher capacity, improve and strengthen schoolwide initiatives such as literacy and Cognitively Guided Instruction (CGI Math).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials Source: Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric. (Source)	2020-21: Implementation Academic Standards ELA 5 ELD 3 Math 4 NGSS 3 History 3 Health 4 PE 4 VAPA 3	2021-22: Implementation Academic Standards ELA 5 ELD 4 Math 5 NGSS 4 History 3 Health 4 PE 4 VAPA 3	2022-23 Implementation Academic Standards ELA 3 ELD 4 Math 4 NGSS 3 History 3 Health 4 PE 4 VAPA 3		2023-24: Implementation Academic Standards ELA 5 ELD 4 Math 4 NGSS 4 History 3 Health 4 PE 4 VAPA 3
% Of Teachers appropriately credentialed & assigned Source: CalSAAS	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 12%	2021-22: 27.12% Proficient	2022-23: results pending		25%
Reclassification Rate Source: Dataquest	2019-20: 18.5%	2020-21: 20.4%	2021-22: 12.7%		20%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	SDGVA will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes 10 days of Summer Professional Learning: 8 non-instructional days and weekly professional development during the school year. Instructional Coaches will work with elementary and middle school teachers to improve delivery of instruction, conduct classroom observations and feedback cycle to build teacher capacity, ensure effective implementation of evidence-based pedagogical strategies to improve student outcomes. The following are the 2023-24 schoolwide areas of focus: • Effective Education Practice System Goal – Student engagement • Differentiation • Access to rigor for all student groups • Culturally responsive teaching • Literacy Development with an emphasis for SWD – Educators & Education Specialists	$210,611	N

		• CGI Math (SDSU) • GLAD (SDCOE) • SWD accessing math (SDCOE) The Administrative Team and Lead educators will participate in additional professional learning through workshops and or conferences that support SDGVA's mission and goals. Instructional Associates will participate in PD sessions each month including before and after school programming (STEAM, classroom management, reading and math instructional strategies, behavior tracking data analysis, phonics, fluency, and phonemic awareness. To support teacher effectiveness and credential clearance, SDGVA will fund teacher induction expenses.			
2	**STRENGTHENING EL PROGRAM & SERVICES**	An area of concern is the achievement gap among EL and EOs exacerbated post-pandemic. To further strengthen integrated ELD and overall instruction for EL, teachers will participate in the following professional development to improve the delivery and quality of instruction for ELs • Guided Language Acquisition Development (GLAD) • Literacy Instruction • Integrated ELD • Classroom Environment & Culture • Small group instruction for differentiation • Meeting the needs of dually identified SWD/EL through math IEP goals and instruction To further increase and improve services for English Learners, an ELD credentialed teacher will provide designated ELD, monitor EL student progress, provide targeted support; to improve English language	$105,622	Y	

proficiency, reclassification rates and reduce the number of long-term ELs. This additional position was added as a result of feedback from our educational partners, and an analysis of multiple forms of student achievement data, to further support language needs for ELs.

ELs will also utilize Imagine Learning supplemental curriculum for ELD to support students with English language proficiency.

| 3 | **CORE CURRICULAR PROGRAM NEEDS** | The following standards aligned curriculum and consumables will be purchased:

• Illustrative math
• Desmos
• ELA Curriculum
• TCI Science
• Amplify ELA/ELD
• Scholastic News Magazines
• Time for Kids

SDGVA will ensure all students have access to standards aligned curriculum and/or instructional materials. | $220,000 | N |
| 4 | **CLOSING THE DIGITAL DIVIDE** | The Director of IT will ensure the implementation of 1:1 student to device ratio, purchase Chromebooks, technology devices and supplies, as needed; and provide technical support. | $105,689 | N |

Goal Analysis for 2022-23

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

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

Action 2: An additional PTE ELD teacher was added to provided designated ELD and pull-outs.

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 was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for Action 2 for the addition of a PTE ELD.

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

We identified the need to strengthen instruction for EL, especially with designated ELD, therefore an additional PTE ELD teacher was added this year.

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.

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the upcoming year, as SDGVA continues to strengthen its MTSS using data-informed decision-making. However, SDGVA will implement targeted prep time for educators and the Education Specialist to review student data and plan lessons accordingly. In addition, professional development, for all team members (Educators, Education Specialists, Instructional Associates) will be provided on literacy interventions for strategic support.

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

Goal

Goal #	Description
3	Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.

An explanation of why the LEA has developed this goal.

Engaging parents/family member is essential in improving student outcomes, student engagement, daily student attendance and improve school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 3	CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 5 8. 4		Ranking of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 3	CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 5		Ranking of 4+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	**2021-22 SUSPENSION** |	Number	Rate
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Schoolwide	1	0.2%
African American	0	0.0%
Hispanic	1	0.4%
White	0	0.0%
Two or More Races	0	0.0%			<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
Student Survey: Student Perception of School Safety & Connectedness Source: CHKS	2020-21: 90% Sense of safety 96% School connectedness	2021-22: School Connectedness: 77% - Grade 3 82% Grade 5 63% %Grade 7 Sense of Safety: 80% - Grade 3 83% Grade 5 70% Grade 7	2022-23: School Connectedness: 75% - Grade 3 81%% Grade 4 78% Grade 5 71% Grade 6 73% Grade 7 66% Grade 8 Sense of Safety: 95% - Grade 3 97%% Grade 4 98% Grade 5 73% Grade 6 92% Grade 7 74% Grade 8		>90%
Parent Survey: Sense of safety & school connectedness Source: CalSCHLS	2020-21: % Sense of safety % School connectedness	2021-22: 80% Sense of safety 72% School connectedness	2022-23: 80% Sense of safety 70% School connectedness		>90%
Teacher/staff Survey: Sense of safety & school connectedness Source:] CalSCHLS	2020-21: 93% Sense of safety 98% School connectedness	2021-22: 95% Sense of safety 98% School connectedness	2022-23: 100% Sense of safety 95% School connectedness		>90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	SDGVA will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs: - Field Trips - Intramural Sports - Student performances: school spirit events - Assemblies - School climate surveys: parents, students, and staff Parent surveys will be differentiated to families representing EL and SWD to assess key aspects of the educational program, assess the effectiveness of our communication methods to gain insight on family needs and concerns, and better serve our students. The School Safety Team will review and revise the School Safety Plan with input from our educational partners.	$126,650	N
2	**PARENT INPUT IN DECISION-MAKING**	At SDGVA parent input in decision-making including families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following committees: - English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) - Parent Advisory Committee (PAC) per CA EC 52062(a)(1) - Community Schools Steering Committee	$1,000	N

Action #	Title	Description	Total Funds	Contributing
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	SDGVA will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education. The Office Clerk will conduct family outreach, to support parent engagement and participation through: • Schoolwide events • Saturday Family Fun Days – hosting meetings throughout the county to connect with families • Coffee with Kane (virtual) • Parent volunteer opportunities The Leadership Team will host Parent University, a series of workshops on strategies to support their child including the following areas of focus: • Reading Interventions • Understanding Math • For families representing SWD: Understanding your IEP Services – from the Educational Specialist POV • For families representing EL: Advocating for your EL, review of EL data; ELPAC results • SEL: Identifying concerning behaviors, suicide, social media, depression, & bullying • Community based: Financial literacy for budgeting purposes of college readiness Our staff will utilize ParentSquare as a method to communicate with families. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."	$45,022	N

Goal Analysis for 2022-23

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

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

No substantive differences.

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.

No material differences.

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

SDGVA has increased the frequency of communication with families to improve daily attendance and reduce chronic absenteeism rates. Meetings took place regularly with families including one-on-one meetings to identify concerns and/or the need to transition to independent study. These strategies resulted in a decline in chronic absenteeism rates but they still remain higher than pre-pandemic rates. We will develop a comprehensive plan and attendance policy to further address truancy.

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.

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the upcoming year. However, a SART team will be developed to include an attendance policy and strategies to improve attendance and partner with families to improve overall attendance.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$590,023	$18,749

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
13.39%	0%	$0	13.39%

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.

San Diego Global Vision Academy (SDGVA) conducted a comprehensive needs assessment, root cause analysis and assessed for resource inequities as part of the development of the 2023-24 LCAP and ATSI Plan. This process included a review and analysis of multiple forms of data including internal assessments, 2022 CA Schools Dashboard performance, various LCAP metrics, as part of the development of the 2023-24 LCAP and ATSI Planning.

After assessing the needs and conditions of our Unduplicated Pupil as identified on the 2022 CA School Dashboard and local data, in collaboration with our educational partners, SDGVA has identified the following goal and actions that will be provided on a "schoolwide" basis, to maximize their efficiency, effectiveness and implementation of the targeted support while also allowing other students to benefit as needed. We expect that by providing the following actions/services to meet the unique needs of our Unduplicated Pupils (English learners, foster youth, and/or low-income students), SDGVA will achieve the anticipated outcomes to meet each identified student group's stated need(s).

- Goal 1, Action 1: To maintain continuity of instruction during teacher absences, SDVA will employ substitute teachers that will participate in SDGVA's professional development and implement schoolwide instructional practices and expectations.

- Goal 1, Action 3: Instructional Associates will provide tier 1 intervention through small group instruction for struggling learners.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: An area of concern is the achievement gap among EL and EOs exacerbated post-pandemic. To further strengthen integrated ELD and overall instruction for EL, teachers will participate in the following professional development to improve the delivery and quality of instruction for ELs: Guided Language Acquisition Development (GLAD); Literacy Instruction; Integrated ELD; Classroom Environment & Culture; Small group instruction for differentiation; and meeting the needs of dually identified SWD/EL through math IEP goals and instruction

To further increase and improve services for English Learners, an ELD credentialed teacher will provide designated ELD, monitor EL student progress, provide targeted support; to improve English language proficiency, reclassification rates and reduce the number of long-term ELs. This additional position was added as a result of feedback from our educational partners, and an analysis of multiple forms of student achievement data, to further support language needs for ELs. ELs will also utilize Imagine Learning supplemental curriculum for ELD to support students with English language proficiency.

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.

The additional concentration grant add-on funding will be used to retain staff (instructional associates) providing direct services to students (Goal 1, Action 3).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

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 certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,640,486	$ 1,070,584	$ -	$ 414,029	5,125,099	$ 3,554,242	$ 1,570,857

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 1,389,830	$ 211,078	$ -	$ 233,208	$ 1,834,115
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	All	$ 4,300	$ -	$ -	$ -	$ 4,300
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 84,043	$ 133,488	$ -	$ 125,940	$ 343,471
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 394,514	$ -	$ -	$ -	$ 394,514
1	4	MTSS: ADRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 2,472	$ -	$ -	$ -	$ 2,472
1	4	MTSS: ADRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 120,950	$ -	$ -	$ -	$ 120,950
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	$ 327,396	$ 188,174	$ -	$ -	$ 515,570
1	6	SERVICES TO SUPPORT SWD	SPED	$ 607,036	$ 341,202	$ -	$ 51,875	$ 1,000,113
1	7	BROAD COURSE OF STUDY	All	$ 0	$ 95,000	$ -	$ -	$ 95,000
2	1	PROFESSIONAL DEVELOPMENT	All	$ 204,578	$ 3,026	$ -	$ 3,006	$ 210,611
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 105,622	$ -	$ -	$ -	$ 105,622
2	3	CORE CURRICULAR PROGRAM NEEDS	All	$ 121,384	$ 98,616	$ -	$ -	$ 220,000
2	4	CLOSING THE DIGITAL DIVIDE	All	$ 105,689	$ -	$ -	$ -	$ 105,689
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 126,650	$ -	$ -	$ -	$ 126,650
3	2	PARENT INPUT IN DECISION MAKING	All	$ 1,000	$ -	$ -	$ -	$ 1,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT AND PARTICIPATION	All	$ 45,022	$ -	$ -	$ -	$ 45,022

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
$ 4,411,711	$ 621,086	14.08%	0.00%	14.08%	$ 621,086	0.00%	14.08%	**Total:**	$ 621,086
								LEA-wide Total:	$ -
								Limited Total:	$ 105,622
								Schoolwide Total:	$ 515,464

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	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	SDGVA	$ 394,514	0.00%
1	4	MTSS: ADRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	SDGVA	$ 120,950	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	SDVA	$ 105,622	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,628,463.08	$ 4,901,717.32

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	Admin & Educators that Support the ED Program	No	$ 1,351,769	$ 1,335,498
1	1	Admin & Educators that Support the ED Program	Yes	$ 103,546	$ 103,546
1	2	Measuring Student Progress - Assessments	No	$ 7,300	$ 7,300
1	3	MTSS: Addressing Academic Needs to Accelerate Learning	Yes	$ 426,448	$ 508,374
1	4	MTSS: Addressing Social-Emotional & Behavioral Student Needs	No	$ 36,939	$ 38,394
1	5	Maintaining Safe & Clean School Facilities	No	$ 599,263	$ 631,876
1	6	Services to Support SWD	No	$ 869,893	$ 982,551
1	7	Broad Course of Study	No	$ 205,000	$ 255,000
2	1	Professional Development	No	$ 243,512	$ 243,512
2	2	Strengthening EL Program & Services	Yes	$ 85,000	$ 90,850
2	3	Core Curricular Program Needs	No	$ 260,882	$ 308,468
2	4	Closing the Digital Divide	No	$ 193,875	$ 168,475
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	$ 199,355	$ 178,989
3	2	Parent Input in Decision-Making	No	$ -	$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	$ 45,682	$ 48,884

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 535,119	$ 463,130	$ 535,119	$ (71,989)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Admin & Educators that Support the ED Program	Yes	$ 103,546	$ 103,546.00	0.00%	0.00%
1	3	MTSS: Addressing Academic Needs to Accelerate Learning	Yes	$ 274,584	$ 346,573.00	0.00%	0.00%
2	2	Strengthening EL Program & Services	Yes	$ 85,000	$ 85,000.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,788,869	$ 535,119	0.00%	14.12%	$ 535,119	0.00%	14.12%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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:

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

- o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    - o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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

    - o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    - o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    - o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - 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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