LCFF Budget Overview for Parents

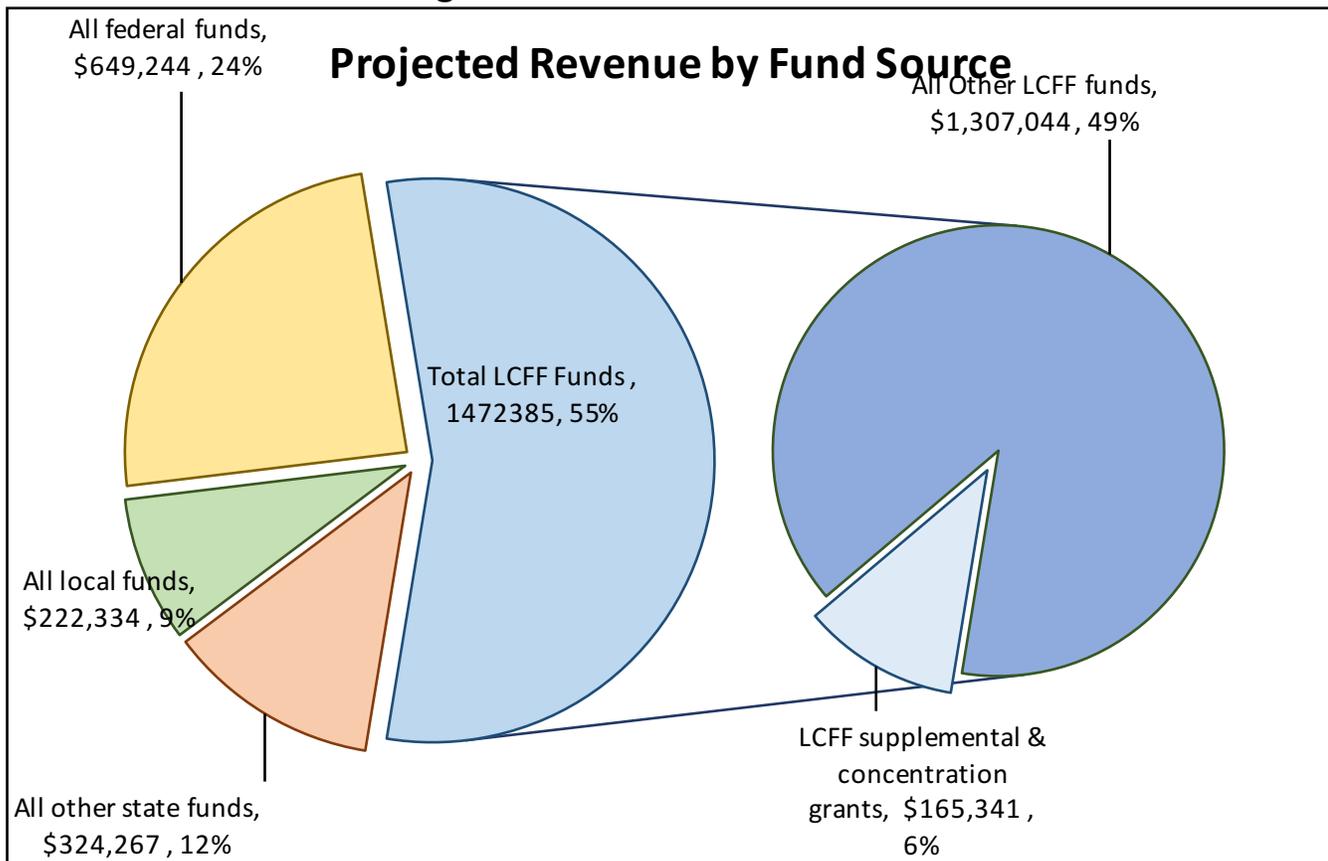Local Educational Agency (LEA) Name: Clovis Global Academy

CDS Code: 10-10108-0140186

School Year: 2021 – 22

LEA contact information: Harmit Juneja

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 LEA 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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $649,244 , 24%

All Other LCFF funds, $1,307,044 , 49%

Total LCFF Funds , 1472385, 55%

All local funds, $222,334 , 9%

LCFF supplemental & concentration grants, $165,341 , 6%

All other state funds, $324,267 , 12%

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

The total revenue projected for Clovis Global Academy is $2,668,230.00, of which $1,472,385.00 is Local Contr Funding Formula (LCFF), $324,267.00 is other state funds, $222,334.00 is local funds, and $649,244.00 is federal funds. Of the $1,472,385.00 in LCFF Funds, $165,341.00 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
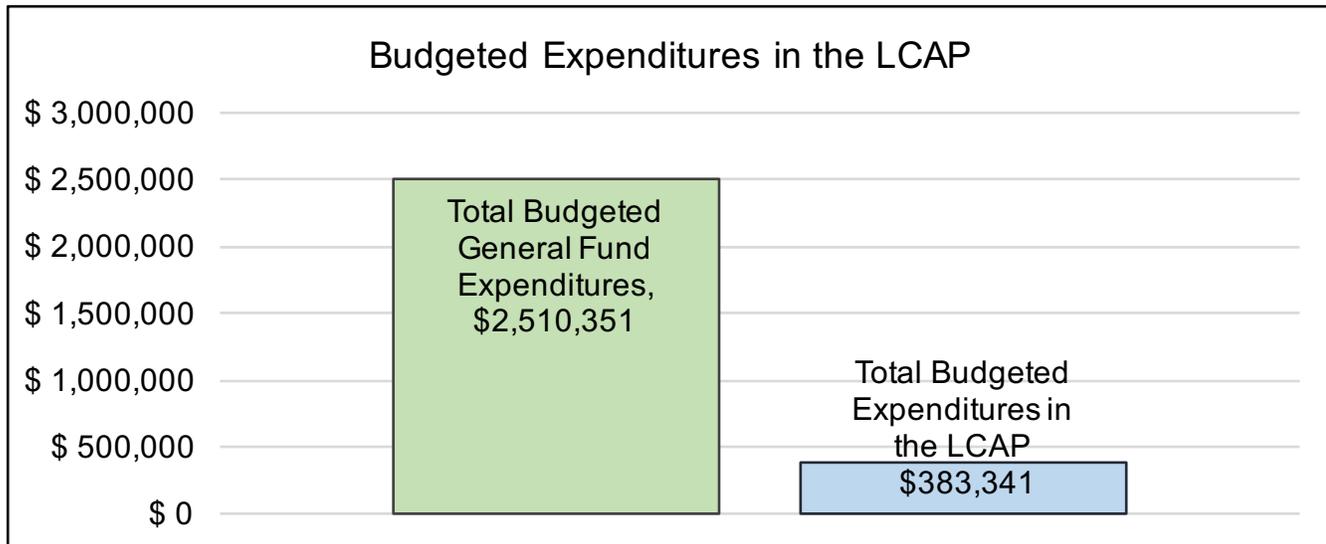
This chart provides a quick summary of how much Clovis Global Academy plans to spend for 2021 – 22. It show how much of the total is tied to planned actions and services in the LCAP.
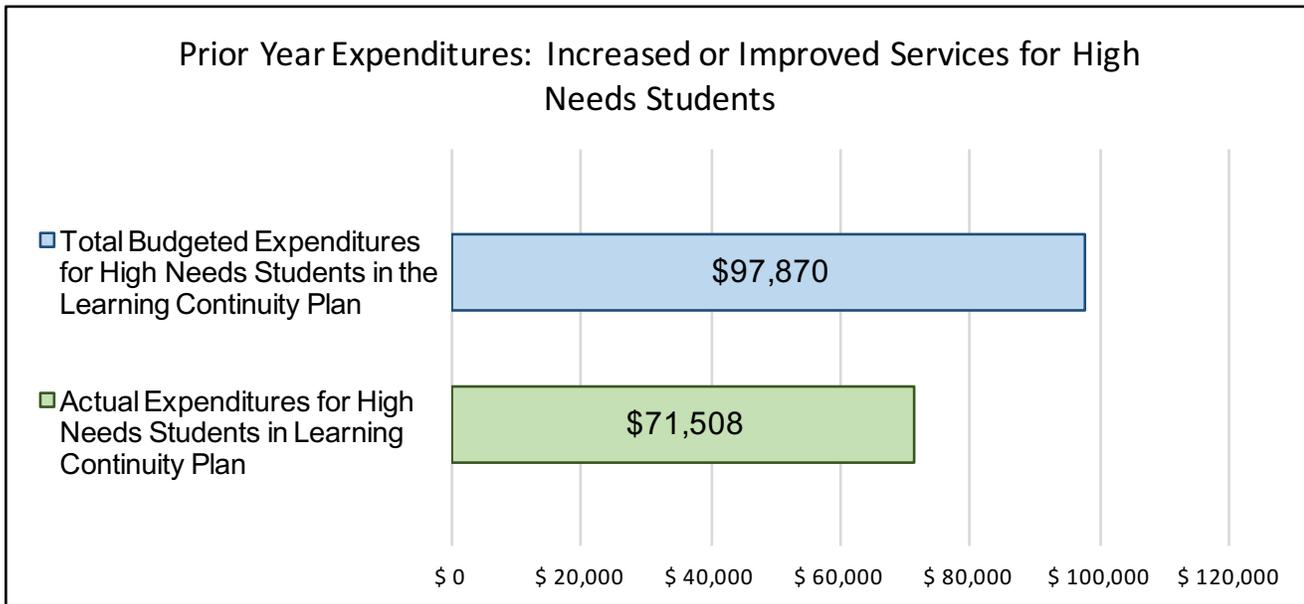
Clovis Global Academy plans to spend $2,510,351.00 for the 2021 – 22 school year. Of that amount, $383,341.00 is tied to actions/services in the LCAP and $2,127,010.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General fund budget expenditures not included in the LCAP include regular recurring operating expenditures including payroll, programmatic curriculum, furnishings, technology and supplies, facility lease.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Clovis Global Academy is projecting it will receive $165,341.00 based on the enrollment of foster youth, English learner, and low-income students. Clovis Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Global Academy plans to spend $335,547.00 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 2020 – 21

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $97,870

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $71,508

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000

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

In 2020 – 21, Clovis Global Academy's Learning Continuity Plan budgeted $97,870.00 for planned actions to increase or improve services for high needs students. Clovis Global Academy actually spent $71,508.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $26,362.00 had the following impact on Clovis Global Academy's ability to increase or improve services for high needs students:

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Global Academy	Harmit Juneja, Principal/Superintendent	Harmit.juneja@clovisglobalacademy.org 559-575-0587

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Clovis Global Academy's charter was authorized in March of 2020, and thus CGA did not have an LCAP for the 19-20 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: N/A

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
N/A	N/A

Expected	Actual
N/A	N/A
N/A	N/A

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
N/A	N/A	N/A
N/A	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

N/A

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of facility disinfecting materials and supplies: Sanitizers, cleaning equipment, cleaning supplies	$4,000	$3,000	N
Purchase of Personal Protective Equipment (PPE): Face coverings, hand sanitizer, increased soap supplies	$5,000	$1,029	N
Increased custodial staff hours and additional cleaning and sanitizing	$20,000	$12,000	N
Acrylic partitions	$2,500	$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We received a significant amount of PPE for free through the Fresno County Office of Education and Valley Children's Hospital, which greatly reduced the expenses we incurred to provide PPE. Our custodial bill stayed under budget.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

CGA opened delivering all instruction virtually, as indicated in our LCP. Staff kept in close contact with the families we serve, and CGA administrators attended weekly Superintendents Meetings with the Fresno County Office of Education to stay knowledgeable about the changing compliance requirements for managing this public health crisis. In these meetings, California Department of Public Health representatives for our county were in attendance, and these doctors and public servants kept us abreast of the local COVID data, the tier system, vaccine information, connected us with surveillance testing, etc. As a result of this engagement, CGA leadership was able to poll our families in October, 2020, when CGA was in the red tier, and determine that a significant number (roughly half) wished to return to in-person instruction, and we were able to do so without an elementary waiver if we opened while the County was in the red tier. Administration and the Board established our school's protocols and plans and implemented a phased re-opening, allowing those

students to begin in-person instruction much sooner than most public schools across the state. We adjusted our Master Schedule to accommodate both in-person and e-learning students. In TK/K, the schedule allowed for students to be grouped in three cohorts, 2 in-person and 1 online group, and these three groups rotated between our English-speaking core academic Teacher and our Spanish-speaking core academic Teacher, and we used Instructional Aides to additionally support small group instruction to provide differentiated learning support to students. In First Grade, our schedule offered hybrid/ simultaneous instruction, the Teacher and support Aides working with the online group via Zoom while also delivering instruction to the in-person students in the classroom. This hybrid/simultaneous model presented the challenge of managing the different needs of the two groups, which CGA addressed by providing additional adult aides to reduce the student to staff ratio. This greatly enhanced the success. CGA implemented this schedule through March, and when more schools were contemplating a return to in-person instruction due to the Governor's mandate that schools prepare to do so, CGA again polled its families to see if others were now ready to also return to in-person instruction. Another roughly 25% of our families chose to return to in-person instruction at the start of our third Trimester (one week before Spring Break), bringing our population served at site to approximately 75% of our enrollment. At this time, we adjusted our TK/K schedule to replicate the success we'd seen in the First Grade with the hybrid/simultaneous model. CGA has delivered this model to all families since.

Teachers have done an excellent job learning and adapting this year: to the entirely new school—CGA's curriculum, tech tools, and goals, to the pandemic-related protocols, and to the changing schedule and modes of instructional delivery. We have been selective in our hiring, which has greatly contributed to the success of this year. Parents and teachers report appreciation for the quality of our Instructional Aide team, all of whom have also learned and adapted a great deal this year. Teachers worked to support and facilitate activities to derive like outcomes, whether via in-person or virtual instruction, and established routines in a manner that allowed for a successful transition to in-person instruction when we re-opened in October, and brought more students into in-person again in March.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of digital access/online content curriculum program, ZOOM online meeting platform license, software licenses, subscriptions to online learning materials	$20,500	$11,944	No
Purchase of staff and student technology devices and infrastructure (e.g. laptop computers, Chromebooks & headphones for student use, upgrading of Internet network at facility, web cameras) to support staff and student access to digital learning platforms and materials.	$40,250	$43,147	No
Teacher office hours for intervention and student/family support, increased time spent in communications	$5,000	$5,000	Yes
Purchase of ARC IRLA, ENIL, and NWEA MAP assessments	$16,970	$12,108	Yes
Professional development/ trainings in protocols, resources	$7,500	$7517	No
Portion of Instructional Aide time designated for supporting students with unique needs	$34,000	$21,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Our actual spending on these items varied from the projections because CGA kept online curriculum costs low by staying focused on our adopted resources. We determined the focused approach, and consistent messaging about how to access these, was more effective for families to support their learners' growth than throwing a bunch of resources at families with less consistent use of these tools. Device costs proved a little higher than projected. Assessment costs were slightly under budget, partially due to not finding and implementing a Spanish language fluency test in 20-21, which has become a part of our LCAP actions (Goal 1, Action 1) for the future. PD costs came in as expected, and instructional aide time for supporting student needs came in under budget slightly due to CGA using Title 1 funds for a greater proportion of these costs than we estimated at the time of the LCP.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

CGA was able to have high student engagement this school year, both in the student population who elected to stay online this year and in the approximately 75% of our student population who elected to attend CGA for some portion of the year in-person. CGA implemented schedules that adapted to the needs and opportunities of the time, including opening to in-person instruction in October, 2020 and expanding seats in in-person instruction programming in March, 2021 and accommodating parents' preference for their child. Staff was proactive to address and support student learning needs, using assessment data to inform grouping and instructional goals, and customizing additional supports in collaboration with administration and parents as needed. We were able to maintain our 50/50 Dual Language Immersion language distribution, and our staff utilized the school's adopted tech tools, and established routines that assisted in the continuity between the online and in-person experience for students. We were particularly pleased to see that the screen was not a barrier to relationships at CGA: online students bonded to their teacher and to their peers (whether other online students, or their peers attending in-person at site).

Access to Devices & Connectivity

We were successful in providing access to all families to CGA's learning technology, curriculum, and materials this year.

Pupil Participation and Progress

CGA monitored student participation and progress as described in its 2020 LCP. One challenge to this was in using the formal assessments-- NWEA MAP assessments, ARC IRLA (for ELA), ARC ENIL (SLA). We found it was difficult to have reliable and valid results in these tests due to varied testing conditions (some delivered at site, some taken from home online). We kept the testing schedule with these metrics at three times a year in order to learn by doing, try new adjustments in attempt to increase testing validity, and because we believe its important to establish a baseline in Year 1 of our school. However, for informing day to day or week to week instructional planning, we relied more upon the ongoing assessments done by the teacher and the small group/individual conferencing notes to help us design effective supports for student progress.

Distance Learning Professional Development

CGA was successful in providing the necessary PD to its staff to implement online learning while also preparing for the return of in-person instruction this year. Staff and students felt well-connected, student achievement data indicates growth across subject areas, and the school community grew comfortable with the routines for school. One area of challenge for us was implementing instructional enhancements/ constructivist learning practices (like hands-on experiments) and managing materials drop off/pick up between our online and in-person students. Managing the many adaptations of format and schedules, continuous redistribution and collection of materials, all while getting comfortable with the tech tools and curriculum left little time to attend to ways that our unit/lesson plans could be made more impactful using some of the instructional strategies described in our charter under the CGA's pillar, "Transformative Teaching." Our base literacy program in ELA and SLA (American Reading Company) provided interdisciplinary learning units, with embedded HSS and Science topics, so this assisted CGA greatly. However, we intend to improve in this area, so we have prioritized improving our instruction (per our charter) in our planning for PD next year.

Staff Roles and Responsibilities

We have experienced success in this area; our staff has stayed flexible and responsive, working as a team to rise to the challenges this year presented. We have implemented the adjusted responsibilities described in our LCP, and we overcame challenges together and grew together through open and ongoing communication, creativity, and collaboration.

Support for Pupils with Unique Needs

CGA implemented the plans described in the LCP successfully. All student subgroups demonstrate growth and learning in our informal and formal assessment results.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Scheduling of additional office hours/ intervention opportunities for students in need of additional learning support within Teachers' weekly schedule	$5000	$5000	Yes
Portion of Teacher time planning for differentiated asynchronous learning activities in the learning platform	$3500	$3500	Yes
Personnel time for EL Coordinator and ELPAC testing	$4000	$3000	Yes
ELAC facilitation time- portion of Teacher and Principal/Superintendent compensation	$5000	$1000	Yes
Professional development/trainings in ELD and supporting needs of multi-lingual learners	$5000	$1500	Yes
A professional development calendar will be developed to provide time for data analysis	$2000	$2000	Yes
Purchasing to set up a Learning Center for students in need of additional support and to support those on IEP's	$7500	$7500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The only differences between projections and actuals in this category occurred with more efficient ELPAC testing processes and fewer PD offerings in multi-lingual learners, due to the prioritization of COVID-related priorities.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CGA implemented the assessment schedule described in its LCP and used time in its Staff Development days and PLC meetings to understand the metrics, analyze the data, and make instructional decisions based upon the data. We did not find any particular trends when viewing the data by subgroup; rather, anomalies in the data were related to individual situations (e.g. testing online from home versus at site, or special circumstances like COVID-19 in the home, etc.). CGA made adjusted schedules during the year in response to parents' preferences for mode of instruction, and we included student learning needs as a factor in schedule development as well. CGA provided both a "Targeted Instructional Block" for all students, wherein differentiated small group or 1:1 conferencing occurred to keep students supportively challenged, and we also provided an Intervention block for only those students whose academic needs indicated additional interventions to be needed. We found our biggest challenge to student growth came from when a student had inconsistent attendance; the students with the highest attendance/engagement had correspondingly the highest growth while students who faced more challenges in regards to attendance (due to pandemic or other issues) demonstrated less growth. Our most effective strategies for mitigating learning loss were the use of language learning instructional strategies universally (e.g. GLAD strategies, TPR, etc.) and providing weekly learning resources for parents with learning goals and materials embedded. We were able to purchase the materials and furnishings to set up a Learning Center as planned.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CGA staff has remained sensitive to the social and emotional needs of our students and families this year, demonstrating compassion and attentiveness to students. Teachers have made extra effort to keep online students connected and to build community across students who are in-person and online, so that friendship and a sense of belonging could be cultivated. CGA has emphasized self-care for its staff and utilized the PureEdge curriculum and other related resources to begin to develop mindfulness practices and habits of emotion regulation of its team. It has been challenging to implement SEL as much as we would prefer due to the adapted schedules this year, so one of our priorities for next year is to ensure additional professional development is provided and staff attention is directed toward enhancing the already warm and supportive school culture we established in 20-21. CGA staff has worked with families on individual student needs and provided access to our School Psychologist for consultation and recommendations; these have proven effective in producing improved student behaviors on the case by case basis.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

CGA has implemented the Tiered re-engagement strategy as outlined in its LCP. Our SST process has been very successful to catch things early and assist parents with their student's learning challenges.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CGA began providing meals to its students in October, 2020 in partnership with Revolution Foods. The school meal program has been successful this year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement & Outreach	Office Assistant translations	$7,400	$7,400	Yes
Pupil and Family Engagement & Outreach	Principal/Superintendent increased communications- phone, email, text, through Student Information System, website updating, Facebook, providing Punjabi translations	$10,000	$10,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Our Office Assistant and Principal/Superintendent implemented increased communications and translations to reach our families with timely information to support student success and learning as projected in the LCP.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The experience of implementing online and in-person/hybrid (simultaneous) instruction this year taught our staff about the importance of support staff (Instructional Aides), adaptable scheduling, ongoing parent communication and soliciting feedback from the community. We learned that providing hybrid/simultaneous instruction is very difficult, made easier with aide support, but still quite a challenge. As a result, CGA will encourage its families to return to in-person instruction in the fall of 2021. We also learned our community is eager to enjoy all of the typical school events again in person next year, and so we included the planning of more events and parent support workshops as a celebration of the togetherness we look forward to.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

CGA will continue to utilize its adopted assessment enumerated in its LCP, while also adding actions to expand its data set to include more "whole child"/SEL metrics. CGA staff looks forward to the student achievement data becoming more valid/reliable as testing conditions become more controlled (when all students test at school site). Pupils with unique learning needs will be better served by the inclusion of a broader set of metrics; this will enable our staff to build from student strengths. Between CGA's Expanded Learning Opportunities grant-funded services, more students returning to in-person instruction, and its 21-22 LCAP actions and services, we are looking forward to seeing our students' growth accelerate by the end of 21-22.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall, we spent a little less than expected on PPE and PD, needed less expense for ELAC facilitation and assessments than expected, less custodial time and software expense. We spent as projected for translation and increased communications, intervention and differentiated instruction, and little more than expected for devices/technology.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Clovis Global Academy's charter was authorized in March of 2020, and thus CGA did not have an LCAP for the 19-20 school year to reflect upon/ analyze to inform our 21-22 LCAP.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Global Academy	Harmit Juneja Principal/Superintendent	harmit.juneja@clovisglobalacademy.org 559-575-0587

Plan Summary 2021-2022

General Information

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

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

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

CGA is presently in its first operational year ('20-21). In '20-21, we served a TK- 1st grade student population of 80 students with the following demographic composition: 61% FRL, 14% EL, 59% Hispanic, 10% White, 29% Asian, and 1.25% Black. Compared with the District in which we are located, CGA serves a more racially/ethnically diverse population, more students from low income homes, and a higher proportion of English Learner pupils. Clovis Unified School District (CUSD) serves 44% FRL, 4.5% EL, 39% Hispanic, 40% White, 14% Asian, and 4% Black students. CGA will expand its enrollment and add a new grade level each year, starting in 21-22 with the addition of 2nd grade, and increasing the CGA student population to 156 students. CGA projects it will reach its full TK-8th grade range in 2027-28, and serve 496 students at that time.

Reflections: Successes

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

Since CGA is in its first year presently ('20-21) and serving only TK-1st grades, there are no Dashboard results to review at this time.

Reflections: Identified Need

CGA is unable to identify needs based upon a review of Dashboard data. However, CGA recognizes that the current school year was greatly impacted by the COVID-19 pandemic, which caused us to adapt our schedule and provide e-learning as well as in person instruction with new safety procedures and protocols in place. We are monitoring our internal student academic data closely to develop compassionate and effective responses to support learning during this challenging year.

LCAP Highlights

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

It is important to note that this is CGA's first LCAP, as we are a brand new public charter school. We completed an LCP in the fall of 2020, but we did not have prior LCAP goals, actions, etc. to review or report on as we developed this document. In preparing this LCAP, CGA considered its mission/vision, purpose and model as described in its charter, current stakeholder perceptions and priorities, and the school's goals for improvement.

CGA's LCAP goals, actions, services and budget demonstrate a thoughtful alignment of resources toward CGA's aims for an excellent school. CGA will pursue three main goals in 21-22, addressing:
1- the strength of the academics and student supports in our dual language immersion program, our curriculum and instruction (with Goal 1);
2- the sense of belonging and connectedness, as well as social-emotional well-being of our community (with Goal 2);
3- the school's provision of staff support and professional training for staff retention and continuous program improvement (with Goal 3).

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.

None

Support for Identified Schools

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

Clovis Global Academy was not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Clovis Global Academy was not eligible for CSI.

Stakeholder Engagement

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

CGA staff have been in frequent communication with all CGA families throughout this school year, due to the need for increased communication as our community faced the challenges of the COVID-19 pandemic together. We are a small school, with an enrollment of 80 pupils, and due to the frequent conversations both during the start up phase (before our first day of school) and after, we feel we have an especially strong sense of what our community wants and values in their school. CGA staff can communicate with families in English, Spanish, and Punjabi, and we offer translation services for other foreign languages, as needed.

In addition to the ongoing, informal conversations, the Principal/Superintendent sought to provide CGA stakeholder groups with opportunities to share ideas, perspectives, and provide input into the direction of the school through virtual Zoom meetings, telephone conversations, or in-person meetings (with safety precautions taken). The Principal/Superintendent held the Zoom meetings monthly at 4 pm on Sundays from July, 2020 through June, 2021 to provide clear messaging as we adapted schedules this year and to hear from our families regarding what was working and what needed improvement. This steady stream of parent feedback greatly contributed to CGA's success and our families' satisfaction. We implemented e-learning from August through October, added an in-person instruction option in October, and expanded seats for in-person instruction in February, 2021.

CGA staff were also engaged in weekly PLC's to ensure continuous conversation about the best ways to navigate the challenges of this year, so that student learning stayed at the fore and staff workload could stay manageable. As spring approached, we devoted one PLC session toward discussion of the purpose of the LCAP, and we discussed our draft LCAP goals and potential actions and services that CGA could use to help to improve or increase our service to Unduplicated Pupils in the future.

In addition to this discussion with our core academic teachers, all staff, including our Classified team members, were sent a survey to solicit feedback toward the development of our LCAP. This anonymous survey was open for three weeks from the end of April to early May, and included orienting information as to the purpose of the LCAP, the state's eight priorities, and CGA's draft goals. CGA asked staff to provide responses sharing their impressions of the school's performance in relation to its goals currently, a chance to suggest revisions to the drafted goals, or new ideas for goals, and also solicited their ideas for ways we could meet our goals with actions and services.

To provide another avenue for parent input beyond the frequent, informal conversations and weekly Zoom meetings, our parents were sent the same LCAP survey as our staff, and approximately 40% of our families also provided this written feedback to inform our LCAP drafting process.

The CGA Board was trained in the purpose of the LCAP during its regular March Board meeting, and the Board engaged in a discussion of the draft goals that evening. Board members were also encouraged to submit any other suggestions or new ideas via email to the Principal/Superintendent following the meeting, so these thoughts could be considered before the finalization of the draft.

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

A summary of the feedback provided by specific stakeholder groups.

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

Parents give the school high marks when it comes to frequent and clear communications and relationship-building during the pandemic. They also express concern that the reduced instructional time this year leaves their child with less instruction than a typical year, and worry about their children performing below grade level expectations compared to a typical year, while recognizing that this challenge is not unique to our school. They hope that our school can resume the standard instructional day next year. Parents are also hopeful that CGA can begin to provide more opportunities for recess and PE/ play time in the future as this part of the child's experience has been impacted by COVID-19. Parents

Teachers expressed that the school's schedule adaptations, learning to teach online, and adapting to the hybrid/ simultaneous instruction model made the year very challenging. In addition, being a new school, they were tasked with learning to use a new curriculum, while also learning new tech platforms and tools in order to provide effective online instruction. Despite these challenges, however, teachers also expressed that CGA has many strengths to build from, including a team of excellent aides we've onboarded this year, and support staff in our Special Education team.

Support staff (aides and office Classified staff) indicated optimism and interest in our extended learning opportunities (summer school strategy for learning loss mitigation). Administration's contributions centered around mainly how to grow the staff's capacity to implement the vision articulated in the charter, now that the 20-21 year is behind us and the majority of the COVID-19 impacts are done.

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

Our Learning Director provided a workshop to the Board Members to orient them to the requirements of the LCAP and presented CGA's drafted 5 initial LCAP goals during its regular March, 2021 meeting. In that meeting, Board Members discussed how these goals compared to the initial goals in the CGA charter (approved in March, 2020) and indicated their support for the appropriateness of these, and praised the way the school staff remained committed to the intentions of the founders, despite the challenges of opening a new school during the pandemic. Some suggestions for wording were provided, and administration revised the goals following this meeting to reflect those adjustments.

In a subsequent PLC meeting between administration and the teaching staff, our team discussed the new draft of LCAP goals and these 5 goals were further revised to become the current 3 goals in this document. The team also brainstormed the school's best strategies for meeting these goals and generated some ideas for actions or services that CGA could take to help us achieve the newly focused set of three.

Following this, we conducted the anonymous survey of staff and parents in which the 3 draft goals were presented and we solicited feedback on how we are presently doing in relation to these, and suggestions for actions/services we could provide in order to improve in these 3 areas. Through this survey and the ongoing staff meetings, conversations with Board members, and conversations between staff and families, we collected the ideas from our community which then began to influence the actions and services CGA determined appropriate for its 21-22 LCAP.

To summarize, some of the ideas we gathered from our parents, which are evident in this final LCAP include:
Parent Workshops on supporting academics and emotional intelligence
continued small group, differentiated instruction
hosting events as it becomes increasingly safe to do so
continue to support and cultivate our already exceptional Instructional Aide team
emphasize Staff wellness
provide more hands-on, creative activities, that support lesson plans- especially in science, art
schedule field trips that support the curriculum and instruction
continue the "Conversations about Culture" Parent Workshop series that we began this year
Have parent meetings at varied times to provide access to parents with different scheduling needs

To summarize, some of the ideas we gathered from our staff, which are evident in this final LCAP include:
provide Parent Workshops on parenting
Building beautification (e.g. paint, murals, additional furnishings): decorate the site more with messaging to reinforce our positive school culture and multilingualism
Provide differentiated staff development, allowing team members to pursue interest area/ talent area growth
Use multiple, varied assessment practices that honor the whole child, improve our data set to ensure it values all growth
Define grade level success benchmarks, particularly in SEL

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

All dual language programs aim for three outcomes: bilingualism and biliteracy, high academic achievement, and socio-cultural competence. Offering 50/50 immersion and content instruction in both English and Spanish necessarily includes a more rigorous curricular program than monolingual learning environments. Since our students are accountable for state testing results that will only measure English and Math learning, it is important that CGA's LCAP goals also prioritize our dual language goals. We are committed to all students' success within our program. Our community felt this was an appropriate way for CGA to align to the state's priorities while also aligning to our charter's intentions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CGA students will demonstrate proficiency in grade level Common Core Standards for English and Spanish Language Arts, as measured by target IRLA levels for English and ENIL levels for Spanish. Since our students do not yet take the CAASPP, as we serve TK- 2nd grades only in 2021-22, we do not have CAASPP to review as evidence for this.	Establish a baseline in 2021-22 by measuring the percentage of students meeting or exceeding target beginning of the year (August-September test administration) IRLA levels in English, and ENIL levels in Spanish. CGA's goal is that 60% of students overall meet or exceed IRLA target levels (English reading levels) by end of year and that 50% of students overall meet or exceed ENIL target levels (Spanish reading levels) by end of year in 2021-22.				At least 70% of the students will meet or exceed expected end of the year IRLA levels in English. At least 60% of the students will meet or exceed expected end of the year IRLA levels in Spanish.
CGA students will	NWEA MAP mathematics				At least 70% of the students will

demonstrate growth in English reading proficiency, and Mathematics skills and content, as measured by NWEA MAP assessments.	and reading assessments will be administered to at least 95% of the students, and CGA will review the % who meet or exceed grade level targets in reading and math, as internally determined based upon MAP norms. CGA leadership will review performance of students by grade level and by subgroup.				show growth from the beginning to the end of the year in the NWEA MAP mathematics and reading assessments. All subgroups will show growth from the beginning to the end of the year in the NWEA MAP mathematics and reading assessments.
English Learners will demonstrate annual growth progress on the ELPAC.	90% of the English Learners who have been with CGA since Fall 2020 will demonstrate progress on the ELPAC.				90% of all English Learners show progress on the ELPAC and 20% of the EL's are reclassified every year.
All students will be taught by properly credentialed teachers.	Verify credentials of all certificated staff to ensure there are no misassignments.				There will be no misassignments.
Access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, Mathematics, Science and history-Social Studies.	100% of the students will have access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, Mathematics, Science and History-Social Studies.				100% of the students will have access to standards aligned curriculum materials for English Language Arts, Spanish Language Arts, Mathematics, Science and history-Social Studies.
Language allocation in master schedule (English/Spanish language of instruction)	2021-22 Master Schedule will reflect a 50:50 allocation of instruction time for core academics in English and Spanish.				Master schedule will reflect a 50:50 allocation of instruction time for core academics in English and Spanish.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Use multiple, varied assessment practices	Use multiple, varied assessment practices that honor the whole child; improve our data set to ensure it values all growth. This contributes to increased or improved services to UPP students, since a more sensitive data set can inform more sensitive responses to their needs.	$38,467.00	Yes
2	Provide small group and one on one conferencing for differentiated, targeted instruction.	Staff additional instructional aides to reduce adult to student ratios. Provide PD to train members in key principles of differentiated instruction and the use of data to inform instructional planning. Ensure Teachers and Aides are implementing small group and one on one conferencing with students in order to deliver differentiated, targeted instruction roughly 25% of the instructional day.	$215,500.00	Yes
3	Provide more hands-on, creative activities, that support lesson plans-- especially in science and art.	Ensure classrooms are supplied to provide more hands-on and creative lesson activities through the purchasing of curricular materials and consumable materials and encourage staff to utilize these to support deeper learning in science and art. This contributes to increasing or improving services because it is CGA's strategy to address the achievement gap through enriched learning experiences (as opposed to a continuous remediation strategy).	$10,000.00	Yes
4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	Identify field trip destinations that would integrate and support thematic curricular units. Schedule and implement field trips to provide opportunities to enjoy learning together, reinforce language acquisition for English Learners and Spanish Learners, and contribute to a positive school culture. This contributes to increasing or improving services because it is CGA's strategy to address the achievement gap through enriched learning experiences (as opposed to a continuous remediation strategy).	$7,000.00	Yes
5	Establish classroom libraries.	Purchase the necessary shelving and grade appropriate books to establish small classroom library collections in English and Spanish for each classroom at CGA. This action contributes to increasing or improving services because providing print-rich learning environments in two languages will assist English Learner, Foster Youth, and pupils from low income households.	$20,000.00	Yes
6	Establish a process for identification of gifted learners and train staff in implementation.	Establish a universal screening process for the identification of gifted and talented students. Train teaching staff in their role in the process. Implement the process to generate a list of students who are gifted and talented in order to ensure appropriate instruction can be provided to support their ongoing growth.	$2,000.00	No
7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum more fully in 21-22.	Utilize approximately 2% of total Administrators' time in the development of a basic outline of Global Cultures grade level content, based upon the work of Zaretta Hammond and the content of the CGA charter. Utilize approximately 2% of total Teacher time for PD to orient/implement the same. This contributes to increasing or improving services because it is CGA's strategy to address the achievement gap through enriched learning experiences (as opposed to a continuous remediation strategy).	$12,640.00	Yes

| 8 | Implement the Parent Engagement strategies described in CGA's 2020-21 Federal Addendum. | Parent Engagement as described in Title 1 portion of Federal Addendum includes establishing a Parent Engagement policy; establishing a School Adviosry Council (which shall include the functions and duties of a School Site Council), establishing an ELAC if 2021-22 EL count reaches 21 pupils, and encouraging the establishment of a Parent Teacher Organization. Host increasing number of school events (such as Back to School, Open House, Meet n Greet, Parent Teacher Conferences, and Student Success Team Meetings as needed, and provide related training to CGA staff for these events. Encourage and train parents to volunteer at CGA during instructional day. | $18,200.00 | Yes |

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

We recognize that a key part in our school community's thriving is socio-cultural competence and engagement. At the same time, we hope to support the growth of not only our pupils' emotional intelligence but also their parents, recognizing that if we can help their homes become more nurturing and parents have a few more self-management skills, that will only come to benefit our young students as well and promote peace in our community. We also want our families to feel our school is a big part of their life, a community they belong in and where they are valued, accepted, supported, and appreciated. Having this as one of our LCAP goals helps our staff prioritize and plan to cultivate the social-emotional learning of our community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Completion rate of parent surveys and percentage of parents that give a score of 3 or higher on a 1-5 scale, for satisfaction, sense of safety, and school connectedness.	60% of the parents will complete school surveys given at the beginning of the year.				80% parent participation in school surveys. Over 85% of the families will rate the school 3 or higher on a 1-5 scale, for satisfaction, sense of safety, and school connectedness.
Parent and student participation in workshops aimed at developing socio-cultural competence and emotional intelligence.	CGA will develop an annual calendar of activities and workshops to educate our families regarding socio-cultural competence and emotional intelligence.				Over 50% of the families will participate in these activities and workshops.
Attendance rate.	Student attendance will be above 96% as indicated by Monthly Attendance Reports, and reflected in P-1 and P-2 Attendance Reports.				Student attendance will be above 96%.
Chronic absenteeism rate.	Less than 2% of the students will be chronically absent, as indicated in Monthly Attendance Reports and reflected in P-1 and P-2 Attendance Reports.				Less than 2% of the students will be chronically absent.
Individualized learning Plan (ILP) character goals.	ILP will be developed by the teacher in consultation with the parents at the first parent teacher conference, for 100% of the students. At				80% of the students will meet their character goal by end of year Report Card.

| | | | least one character goal will be established in the ILP for all students. | | |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	Devote administrator and teacher planning time toward developing and implementing a series of Parent Workshops on high leverage topics to support student flourishing, including but not limited to supporting early literacy (in English, in Spanish), language acquisition, fun ways to reinforce mathematics learning, social-emotional competencies and ways to develop these (CASEL's 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), Developmental Assets (Search Institute's research on ways to develop grit/resilience in young people), and conscious parenting methods (e.g. love and logic, cultivating positive self-talk, being a positive role model, helpful ways to talk with children). This workshop series contributes to increased or improved services to UPP students, since these topics and tools will empower parents to fulfill their parenting role with sound practices that support student success and send consistent messages between school and home. By providing Parent Workshops on these select topics, we give our families, particularly the Unduplicated Pupils, access to expertise that they might not otherwise be able to access. This will serve to reinforce positive parenting practices, major contributing factors in student success, and this action helps the school address the needs of the whole child. CGA's desired outcomes for this action is to increase parents' trust and connection with CGA staff, and increase positive parenting behaviors in the homes of our students.	$13,740.00	Yes
2	Host multiple school events and create opportunities to increase parent engagement. (repeated expenditure, Goal 1, Action 8)	Projecting that COVID-19 infections will continue declining, CGA can now plan and implement Back to School Night, Open House events, school assemblies, New Parent Orientation events, while continuing to offer Meet n Greet for incoming TK/K students, and Parent- Teacher Conferences. CGA will now encourage parent volunteerism and support the success of this with a Volunteer Orientation training.	$0.00	No
3	Continue the "Conversations about Culture" Parent Workshop series that we began in 2020-21. (repeated expenditure, Goal 2, Action 1)	Continue to host monthly "Conversations about Culture" Parent Workshop series, which were a successful parent/student engagement effort in the current year. Expand offerings by continuing to invite speakers who can offer information about the various background cultures in our school communities. Use this series to reinforce and compliment Global Cultures framework (classroom learning).	$0.00	No

| 4 | Define grade level success benchmarks, particularly in SEL. (repeated expenditure, Goal 1, Action 1) | Develop comprehensive set of success benchmarks by grade level to guide teachers' planning and parent support based upon the expanded data set described in Goal 1 Action 1, making sure to include developmental SEL milestones. | $0.00 | No |

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

In our staff discussions this year in PLC's, we've noticed that the adaptations related to the pandemic made this a year of continual change. As a result, we had to narrow our focus for professional development to those trainings that would help us survive in an e-learning and hybrid/simultaneous instruction situation, as well as supporting our staff in developing comfort with the adopted curriculum and instructional planning (how to edit these materials for the reduced instructional time with students). We are all looking forward to being able to have our PD time be more around the "Transformative Teaching" pillar described in our charter, effective practices in dual language education, and also the chance to allow teachers to pursue development opportunities related to their talent areas or areas of interest. We believe this will be an effective strategy for making our lean staff at our small charter school a powerhouse, with resident experts on many topics and staff feeling like they are able to pursue the growth where they have passion or natural motivation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Personalized professional development goals.	100% of the certificated staff members will develop a professional development goals during pre-service.				100% of the staff members will reach their personalized professional development goals.
Staff retention.	Over 90% of the staff is retained year over year.				Over 90% of the staff is retained year over year.
Teacher qualifications	100% of core teachers are highly qualified as measured by ESSA Act and a review of teacher assignments.				100% of core teachers are highly qualified as measured by ESSA Act and an audit of teacher assignments.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support and cultivate our Instructional Aide team.	Provide additional professional development to develop our Instructional Aides skill in using CGA's adopted and supplemental curricular resources, using student data to inform instructional choices, the use of scaffolding and differentiation strategies, and strategies that support dual language education best practices.	$5,000.00	No
2	Emphasize Social-Emotional Learning and wellbeing for CGA staff by providing PD in this area.	Develop leadership capacity of teachers and administrators by providing 5 workshops in Personal Leadership during PLC time. Provide professional development in trauma-informed mindfulness for CGA administrators.	$13,294.00	No
3	Campus Beautification	Improve the campus with beautification efforts (e.g. paint, murals, additional furnishings, bulletin boards). Decorate the site more with messaging to reinforce our positive school culture and multilingualism, and core values.	$20,000.00	No
4	Differentiated Staff Development	Provide differentiated staff development, allowing team members to pursue interest area/talent area growth by request to a CGA administrator. With a small staff, CGA employs this strategy to increase the breadth (and depth) of expertise in its team members for the benefit of the school overall. This is also a way to contribute to staff's well-being and it is a retention strategy for our excellent staff.	$7,500.00	No

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.65%	$165,341.00

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.
Goal 1, Action 1, the use of multiple and varied assessment practices, will benefit all students, particularly those who have been identified as English learners, Foster Youth, and/or Low Income, because generally, these students experience an achievement gap and standard measures of learning may not be culturally-responsive, valid or adequate measures of student capacity in these groups. Goal 1, Action 2, providing small group and one on one conferencing, will benefit all students, particularly those who have been identified as English learners, Foster Youth, and/or Low Income, because generally, these students experience an achievement gap, and so providing more individualized attention, wherein targeted,

differentiation instruction is delivered will increase student support. CGA students will receive more time being taught in their zone of proximal development, where growth potential is maximized.

Goal 1, Action 4, the use of field trips that reinforce curriculum, will benefit all students, particularly those who have been identified as English learners, Foster Youth, and/or Low Income, because generally, these students have less access to enriching learning experiences due to having fewer economic and family support resources. Through field trips, CGA will build students' prior knowledge, deepen content knowledge, increase motivation for learning, and provide opportunities for students to bond to their school, their teachers, aides, and classmates, to form positive relationships.

Establishing classroom libraries, as described in Goal 1, Action 5, will especially support the needs of foster youth, English learners, and low-income students because providing a print-rich environment will support the cognitive development and foundational reading skills of these pupils.

Goal 1, Action 7, the development and implementation of a Global Cultures instructional framework (e.g. basic scope/sequence), will empower CGA educators to develop lesson plans that benefit all students, but particularly those who have been identified as English learners, Foster Youth, and/or Low Income, because often these students come from diverse home cultures and linguistic communities that are not as often reinforced by the dominant American culture. Having time in their day to celebrate diversity and learn about the beauty of different world cultures will empower students to feel connected to their family background/roots, and accepted for who they are. This practice will also encourage understanding and compassion, and therefore is likely to prevent student disengagement or misbehavior while promoting cross-cultural friendships.

Developing multiple avenues for parent engagement as described in Goal 1, Action 8 and Goal 2, Action 1 will benefit all students, but particularly those who have been identified as English learners, Foster Youth, and/or Low Income, because CGA will be providing multiple and varied ways to be a part of the school community, at different times of day. It is our hope that such diverse ways to participate in CGA's community will increase parent involvement and help parents with their difficult job of raising children in today's complex world.

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

Clovis Global Academy will receive an estimated $165,341 in LCFF Supplemental grant funds. CGA is using the LCFF Supplemental, LCFF Base grant, Federal Title 1, 2, and 4, and other Federal funds (Public Charter Schools Grant Program) to cover the school's expenses to meet its LCAP goals, all of which align to California's 8 priority areas.

CGA serves a student population which is 61% FRL, 14% EL, 59% Hispanic, 10% White, 29% Asian, and 1.25% Black. Nevertheless, CGA understands that best practices are good for all learners and these categories are not always the most helpful way of viewing students or their needs. Therefore, all of the actions and services contained in this LCAP are being implemented on a LEA/School wide basis. Those specifically directed towards our English learners and socioeconomically disadvantaged students are indicated above. These actions/services demonstrate CGA's premise that historical public school data prove that a consistent remediation approach and provision of a narrow (ELA and Math only) curriculum to address "the achievement gap" is ineffective, and should be abandoned. At CGA, we employ an enrichment model to better serve those students most in need (foster youth, EL, low income) and we believe investing in relationships and taking the time to develop parents' skills and knowledge, as well as taking time to understand our diverse community's culture and home languages, will help to build our students' resilience, sense of belonging, and ultimately academic performance. Absent the funds to provide these actions/services, CGA would be unable to increase or improve the school in the ways indicated. While it is difficult to quantify qualitative strategies and outcomes, as a result of this LCAP process, CGA is directing more than 12.65% of its funds toward strategies to uplift foster youth, English learners, and low-income students.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel

| | | | | **Totals** | | | | | | |
| $284,745.16 | | | | | | $98,595.84 | $383,341.00 | $299,547.00 | $83,794.00 | |

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Use multiple, varied assessment practices	Foster Youth, English learner (EL), Low Income	$32,615.00			$5,852.00	$38,467.00
1	2	Provide small group and one on one conferencing for differentiated, targeted instruction.	English learner (EL), Foster Youth, Low Income	$181,164.00			$34,336.00	$215,500.00
1	3	Provide more hands-on, creative activities, that support lesson plans--especially in science and art.	English learner (EL), Foster Youth, Low Income	$10,000.00			$0.00	$10,000.00
1	4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	Low Income, Foster Youth, English learner (EL)	$7,000.00			$0.00	$7,000.00
1	5	Establish classroom libraries.	English learner (EL), Low Income, Foster Youth	$9,440.16			$10,559.84	$20,000.00
1	6	Establish a process for identification of gifted learners and train staff in implementation.	All	$1,000.00			$1,000.00	$2,000.00
1	7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum more fully in 21-22.	English learner (EL), Foster Youth, Low Income	$2,640.00			$10,000.00	$12,640.00
1	8	Implement the Parent Engagement strategies described in CGA's 2020-	English learner (EL), Low Income, Foster Youth	$14,646.00			$3,554.00	$18,200.00

		21 Federal Addendum.							
2	1	Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting.	English learner (EL), Foster Youth, Low Income	$13,740.00				$0.00	$13,740.00
2	2	Host multiple school events and create opportunities to increase parent engagement. (repeated expenditure, Goal 1, Action 8)							$0.00
2	3	Continue the "Conversations about Culture" Parent Workshop series that we began in 2020-21. (repeated expenditure, Goal 2, Action 1)	White, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Homeless, Foster Youth, Hispanic or Latino, Filipino, English learner (EL), Asian, American Indian or Alaska Native, African-American, All						$0.00
2	4	Define grade level success benchmarks, particularly in SEL. (repeated expenditure, Goal 1, Action 1)	White, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Homeless, Foster Youth, Hispanic or Latino, Filipino, English learner (EL), Asian, American Indian or Alaska Native,						$0.00

Goal #	Action #	Action Title	Student Group(s)						Total
			African-American, All						
3	1	Support and cultivate our Instructional Aide team.	All	$5,000.00				$0.00	$5,000.00
3	2	Emphasize Social-Emotional Learning and wellbeing for CGA staff by providing PD in this area.	All	$0.00				$13,294.00	$13,294.00
3	3	Campus Beautification		$0.00				$20,000.00	$20,000.00
3	4	Differentiated Staff Development	All, American Indian or Alaska Native, African-American, Foster Youth, Hispanic or Latino, White, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Filipino, English learner (EL), Asian, Homeless	$7,500.00					$7,500.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$271,245.16	$335,547.00
LEA-wide Total:	$271,245.16	$335,547.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Use multiple, varied assessment practices	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$32,615.00	$38,467.00

1	2	Provide small group and one on one conferencing for differentiated, targeted instruction.	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$181,164.00	$215,500.00
1	3	Provide more hands-on, creative activities, that support lesson plans-- especially in science and art.	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	$10,000.00
1	4	Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$7,000.00	$7,000.00
1	5	Establish classroom libraries.	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$9,440.16	$20,000.00
1	7	Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum more fully in 21-22.	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,640.00	$12,640.00
1	8	Implement the Parent Engagement strategies described in CGA's 2020-21 Federal Addendum.	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$14,646.00	$18,200.00
2	1	Provide a Parent	LEA-wide	English learner (EL), Foster	All Schools	$13,740.00	$13,740.00

		Workshop series on supporting academics, emotional intelligence, and parenting.		Youth, Low Income				

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$43,890.00	$5,852.00		$10,000.00		$38,853.84

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Use multiple, varied assessment practices		$5,852.00					$38,467.00
1	2	Provide small group and one on one conferencing for differentiated, targeted instruction.	$34,336.00						$215,500.00
1	5	Establish classroom libraries.	$5,000.00					$5,559.84	$20,000.00
1	6	Establish a process for identification of gifted learners and train staff in implementation.	$1,000.00						$2,000.00
1	7	Develop Global Cultures Instructional				$10,000.00			$12,640.00

		Framework to empower Teachers and Aides to implement this part of the CGA curriculum more fully in 21-22.							
1	8	Implement the Parent Engagement strategies described in CGA's 2020-21 Federal Addendum.	$3,554.00						$18,200.00
3	2	Emphasize Social-Emotional Learning and wellbeing for CGA staff by providing PD in this area.						$13,294.00	$13,294.00
3	3	Campus Beautification						$20,000.00	$20,000.00

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.