

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering, and Mathematics (GAVPAA STEM)	Tiffany Gilmore, Chief Executive Officer and Founder	gavpaa.stem@gmail.com (951) 387-8326

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering, and Mathematics (GAVPAA STEM) received approval from Riverside County of Education on April 3, 2019 to begin operation for the 2019-20 school year. GAVPAA STEM's first day of school will be September 4, 2019. GAVPAA STEM will serve students in grades 5-8 with a Year 1 capacity of 225 students total. Full capacity will be at 500 students total by Year 5.

The mission of Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering and Mathematics is to transform historically disenfranchised minority students into Achievers, and only refer to them as such; who will become high performing graduates, who attend the top schools of our nation, be provided intensive high level arts training with a rigorous college preparatory STEM infused curriculum, all while learning cultural connectedness, understanding and leadership excellence. We are educating Achievers so that they will accomplish their fullest potential as artists, leaders, and global citizens.

At GAVPAA STEM, it is our common vision that we provide "Excellence on Purpose," while transforming students into Achievers who are history makers, stereotype breakers, and architects of their own destinies; we soar to great heights.

GAVPAA STEM will be located in the city of Moreno Valley. This area of the Inland Empire was chosen as the site for the school because it is an underserved community, composed of immigrant and transplant families from Los Angeles County and other areas, struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

The target communities that GAVPAA STEM will serve include some of the most impacted areas of Moreno Valley to include specific attention on the following residence zip codes: 92551 of Moreno Valley which includes the March Air Reserve Base, located East of highway 79; 92553 of Moreno Valley which includes

Edgemont, located South of highway 60 and West of Interstate 215; and 92555 of Moreno Valley which includes Rancho Belago, located North and South of highway 60 and East of highway 79.

Students from Moreno Valley will have access to a middle school in the area that will provide continued support in overcoming barriers and empower them to succeed well beyond high school. The community, parents and students have requested and expressed the need for a school of this type. Many students must choose between the Arts or STEM Pathways once they reach secondary school in the District; however, at GAVPAA STEM, Achievers will experience a robust and complete Science, Technology, Engineering, Arts, and Mathematics curriculum. The integration of visual and performing arts with STEM curriculum is unique in its nature and appealing to many.

GAVPAA STEM seeks to address the following community needs:

- **Educational inequity:** Schools serving populations similar to GAVPAA STEM's projected enrollment (Black and Brown students) have traditionally struggled to meet the academic needs of these students, as evidenced by low standardized test scores. GAVPAA STEM seeks to provide Achievers primarily from low and middle-income families with educational justice, that is, with educational programming and supports sufficient to attain outcomes comparable to strong schools in affluent communities.
- **Preparing Achievers as active citizens:** One of the founding purposes of education was to prepare citizens as active participants in a democracy. People in low-socioeconomic areas arguably have a higher need for civic efficacy, yet research shows that civic participation declines with income, just as the level of civic education falls with the socioeconomic level of the school.
- **Limited access to progressive education:** As in most lower-socioeconomic areas, many students have limited options to attend schools driven by progressive educational goals and values. These goals and values include student centered instruction, hands-on learning opportunities, developmental learning and a strong emphasis on developing both social-emotional and scholarly habits of mind. Teachers in the urban public school system, both charter and non-charter, often face barriers to implementing these methods due to the common practice of scripted curriculum, pacing guides, and lack of meaningful professional development. Progressive education has typically flourished most in private school settings and in geographic areas where highly educated parents advocate for such methods, but those schools are mostly out-of-reach to families who cannot afford either the tuition or to live in those areas. GAVPAA STEM will provide increased access to families desiring this type of educational setting and programming for their children.
- **Limited access to the arts:** Similarly, in Moreno Valley, access to quality arts programs for children is limited. Budget cuts have eliminated arts programs from many of the surrounding public schools even though a large body of research shows a correlation between participation in arts programming with higher academic performance. At GAVPAA STEM, Achievers will receive daily classes in visual and performing arts.

GAVPAA STEM is designed to prepare Achievers for the skills and aptitudes they will need as young adults in the 21st century as they enter an increasingly information-rich, technological and global community. Achievers will have access to and use technology while learning to work independently and collaboratively. GAVPAA STEM will instill a love of learning through art, science, technology, engineering and mathematics so that all Achievers will have the opportunity to succeed academically and be prepared for high school and prepare for acceptance the top colleges and universities of our nation. GAVPAA STEM will prepare Achievers to be "architects of their own destinies".

LCAP Highlights

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

Goals to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7) include:

STATE PRIORITY #1— BASIC SERVICES

- **Goal (Teachers):** 100% of teachers will be appropriately placed according to credential and expertise.
- **Goal (Instructional Materials):** All students will have equal access to standards-aligned instructional materials.
- **Goal (Facilities):** School facilities will be well kept and well maintained.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

- **Goal (CCSS Implementation):** 100% of GAVPAA STEM students will be taught by appropriately credentialed teachers and with Common Core aligned curriculum.
- **Goal (EL Students & Academic Content Knowledge):** EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.
- **Goal (EL Students & English Language Proficiency):** Support will be provided to all EL students to gain proficiency in the English language.

STATE PRIORITY #7— COURSE ACCESS

- **Goal:** Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the GAVPAA STEM's charter petition.

Goals to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8) include:

STATE PRIORITY #4— STUDENT ACHIEVEMENT

- **Goal (CAASSP):** The students schoolwide and for all subgroups will score Standard Met or Exceeded at the same level as the District or higher (2018-ELA 30.34%, Math 20.59%) on the California Assessment of Student Performance and Progress in the area of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.
- **Goal (EL Proficiency Rates):** EL students will advance at least one performance level per the ELPAC each academic year.
- **Goal (EL Reclassification Rates):** EL students will be reclassified as Fluent English Proficient after three years of full-time enrollment at GAVPAA STEM.
- **Goal (College Preparedness/EAP):** Create a culture of college prepared students by ensuring that all students have been given the tools and resources to be college ready.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

- **Goal (English Language Arts):** The students will make progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of English Language Arts/Literacy. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.
- **Goal (Mathematics):** The students will make progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of Mathematics. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American

or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.

- **Goal (Social Sciences):** Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.
- **Goal (Science):** All students, including all student subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
- **Goal (Visual and Performing Arts):** Students will recognize the viability of visual and performing arts as career options through daily exposure and education in a culturally relevant environment.
- **Goal (Physical Education):** Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social and mental habits.

Goals to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6) include:

STATE PRIORITY #3— PARENTAL INVOLVEMENT

- **Goal (Achieving/Maintaining Parental Involvement):** GAVPAA STEM will create an inclusive environment by including parents in activities and communication.
- **Goal (Promoting Parent Participation):** At least 60% of parents will be involved in activities supported by or sponsored by GAVPAA STEM.

STATE PRIORITY #5— STUDENT ENGAGEMENT

- **Goal (Student Attendance Rates):** GAVPAA STEM will maintain a minimum of a 95% attendance rate.
- **Goal (Student Absenteeism Rates):** Students will attend school regularly. The school will reduce the percent who are chronically absent to 5% or less (District 15.2% Chronically Absent in 2018).
- **Goal (Middle School Dropout Rates):** Students will not drop out of middle school.

STATE PRIORITY #6— SCHOOL CLIMATE

- **Goal (Pupil Suspension Rates):** GAVPAA STEM will have less than a 5% suspension rate.
- **Goal (Pupil Expulsion Rates):** GAVPAA STEM will have less than a 2% expulsion rate.
- **Goal (Other School Safety and School Connectedness Measures – Surveys):** Students, parents and teachers will feel a sense of community and connectedness.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

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.

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Support for Identified Schools

Describe how the LEA supported 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.

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

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.

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Annual Update

LCAP Year Reviewed: 2019-20

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

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

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
N/A	N/A	N/A	N/A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

N/A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As GAVPAA STEM is a new start up charter school, this LCAP is reviewed and discussed by the GAVPAA STEM Governing Board. The 2019-20 LCAP will be presented, reviewed, and considered for approval at the June 6, 2019 Board meeting. The 19-20 LCAP was prepared based on input and collaboration with stakeholders involved in the development, submission and approval of the charter petition. Stakeholders include teachers, administration and board members.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

GAVPAA STEM's consultation with the Governing Board, staff, and stakeholders provided a better understanding of how to measure successful implementation of the school model and what success should look like for the 2019-20 school year and beyond.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

100% of teachers will be appropriately placed according to credential and expertise.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Review of credentials on the Commission on Teacher Credentialing website	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of core teachers will be appropriately credentialed and assigned.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-Wide

GAVPAA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Annual review of all credentials will be conducted.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N	N/A
Budget Reference	N/A	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

All students will have equal access to standards-aligned instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Inventory of core curriculum materials - Verification of state-approved and standard aligned on the California Department of Education's website 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of all students will have standards aligned instructional materials in all core classes.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Core content curriculum will be standards-aligned and provided to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$67,500.00 \$67,500.00
Source	N/A	N/A	LCFF Base LCFF Base
Budget Reference	N/A	N/A	4100 4200

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

School facilities will be well kept and well maintained.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Maintenance request logs 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	GAVPAA will utilize a maintenance request system.
<ul style="list-style-type: none"> Visual observation of classrooms Cleaning schedules 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Classrooms will be cleaned on a regular basis (at least 3 times per week).

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

School facilities are maintained. GAVPAA will develop a maintenance response system to respond to maintenance request. The maintenance response system will include the use of janitorial services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$19,800.00

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF - Base
Budget Reference	N/A	N/A	4381

Goals, Actions, & Services)

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

100% of GAVPAA STEM students will be taught by appropriately credentialed teachers and with Common Core aligned curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 2
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Staff rosters - Review of credentials on the Commission on Teacher Credentialing website - Curriculum inventory - Pacing plans 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of students will have CCSS aligned materials and will be taught by appropriately credentialed teachers.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Curriculum will be reviewed to ensure CCSS alignment. Teacher credentials will be verified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	See Goal 2; Action 1
Budget Reference	N/A	N/A	See Goal 2: Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.

State and/or Local Priorities addressed by this goal:

State Priorities: 2
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> – Class schedules – Review of credentials on the Commission on Teacher Credentialing website 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	All EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.
<ul style="list-style-type: none"> – EL Level Roster 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Annual increase will be based on Year 1 baseline.
<ul style="list-style-type: none"> – ELPAC Testing Rosters/Score Reports 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	EL student advancement annual increase will be based on Year 1 baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- EL Level Roster	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Long term English Learners will advance at the same rate as newly classified English Learners
- Roster of returned Home Language Surveys	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of students will return the Home Language Survey

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL students

LEA-wide

GAVPAA STEM, grades 5-8\$

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

- Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school.
- EL students will learn age-appropriate content knowledge that reflects the content learning in the mainstream.
- EL students will read authentic texts, not simplified or contrived text. EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, science experiments.
- EL students will learn technical and academic vocabulary.
- Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,500
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1100 – EL Coordinator

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 6

Support will be provided to all EL students to gain proficiency in the English language.

State and/or Local Priorities addressed by this goal:

State Priorities: 2
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- PD sign in sheets	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of Language Arts teachers will be trained on ELD best practices.
- Roster of returned Home	N/A – GAVPAA STEM will establish baseline during	N/A	N/A	All identified students will be given the ELPAC with in the first 30 days of school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Language Surveys – ELPAC Testing Roster/Score Reports	its Year 1 of operation (2019-20 school year)			
– Classroom/Teacher Observation – EL Level Roster – Review of credentials on the Commission on Teacher Credentialing website	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of teachers will use academic language and/or SDAIE during daily Universal Access.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

EL students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Students identified by Home Language Survey will be given the ELPAC with in the first 30 days of school.
- Instructional strategies such as use of academic language and Specially Designed Academic Instruction in English (“SDAIE”) will be used during all core instruction daily.
- EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher.
- EL progress will be monitored. Professional development will be provided to all on ELD best practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 5,000.00 \$ 5,000.00 \$513,057.00
Source	N/A	N/A	Supplemental & Concentration Supplemental & Concentration LCFF - Base
Budget Reference	N/A	N/A	5200 – Professional Development 5210 - Professional Development 1100 – Teacher Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 7

GAVPAA STEM will create an inclusive environment by including parents in activities and communication.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Parent workshop sign-in sheets - Parent/Teacher Conference sign-in sheets - Parent use of Village Wash House - Pictures and ticket stubs of Community Events - Calendar Flyers for parent events 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings, use the Village Wash House, take their family to community events and school sponsored family events, and/or workshops.
<ul style="list-style-type: none"> - Parent workshop sign-in sheets - Parent/Teacher Conference sign-in sheets - Parent use of Village Wash House 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Parent involvement will increase by each year of the charter until a total of 70% of parent involvement is reached by the charter expiration.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged or 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- GAVPAA STEM will provide opportunities for regular meetings that will allow parents to be partners in their child's education.
- GAVPAA STEM will provide parent workshops focusing on helping students achieve academic success.
- Parents will be encouraged to volunteer at GAVPAA STEM or by attending after hour activities through parent acknowledgement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5,000
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	4300

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 8

At least 60% of parents will be involved in activities supported by or sponsored by GAVPAA STEM.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Sent email report - Sent phone call report - Copy of weekly classroom newsletter - Copy of monthly school newsletter 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	GAVPAA STEM will provide constant and consistent communication with families through weekly classroom newsletters, monthly school wide newsletters, weekly phone calls, and emails.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Information regarding school activities will be sent out weekly via email and phone.
- GAVPAA STEM will send weekly classroom newsletters.
- GAVPAA STEM will send out a monthly newsletter via email.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5,000
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	4300

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 9

The students schoolwide and for all subgroups will score Standard Met or Exceeded at the same level as the District or higher (2018-ELA 30.34%, Math 20.59%) on the California Assessment of Student Performance and Progress in the area of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.

State and/or Local Priorities addressed by this goal:

State Priorities: 4
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- CAASPP reports	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	There will be an increase in student's scoring at or above standard mastery in 2019-2020 ELA and Math SBAC Scores.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

GAVPAA STEM, grades 5-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Classroom instruction will be conducive to student learning.
- Adequate learning environments will be provided to all students.
- Appropriate CCSS aligned instructional materials will be provided to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	See Goal 2; Action 1
Budget Reference	N/A	N/A	See Goal 2; Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 10

EL students will advance at least one performance level per the ELPAC each academic year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - ELPAC/SBAC Testing Roster/Score Reports - Classroom/Teacher Observation - LTEL report - RFEP report - EL level roster - Student ELA Grades - Student ELD grades 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	There will be an annual increase over baseline established in 2019-2020 in the number of English Learners who are reclassified as RFEP.
<ul style="list-style-type: none"> - ELPAC/SBAC Testing Roster/Score Reports - Classroom/Teacher Observation - LTEL report - RFEP report - EL level roster - Student ELA Grades - Student ELD grades 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	EL students will advance on the ELPAC each year. Long term English Learners will advance at the same rate as newly classified English Learners.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Utilize academic language and SDAIE in core instruction
- EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher
- ELD report cards will be given to parents with regular report card and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		placed in student cumulative record file
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	See Goal 6: Action 1
Budget Reference	N/A	N/A	See Goal 6: Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 11

EL students will be reclassified as Fluent English Proficient after three years of full-time enrollment at GAVPAA STEM.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - ELPAC/SBAC Testing Roster/Score Reports - LTEL report - RFEP report - Student ELA Grades 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at GAVPAA STEM.
<ul style="list-style-type: none"> - ELPAC/SBAC Testing Roster/Score Reports - RFEP report - Student ELA Grades 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	EL students will advance at least one performance level per the ELPAC each year.
<ul style="list-style-type: none"> - ELPAC/SBAC Testing Roster/Score Reports - RFEP report - Student ELA Grades 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Long Term English Learners will advance at the same rate as newly classified English Learners

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- EL students will receive in-class instructional support during daily scheduled Universal Access sessions which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and curriculum.
- Parents will be informed of student progress through ELPAC scores and assessment scores.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	See Goal 6: Action 1
Budget Reference	N/A	N/A	See Goal 6: Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 12

Create a culture of college prepared students by ensuring that all students have been given the tools and resources to be college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 4
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Intervention Rosters - School Observation 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Students requiring academic support will participate in intervention programs at GAVPAA STEM.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Mandatory intervention to students struggling academically.
- College Named Rooms to create a college going culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$90,000.00 \$6,885.00
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	2100 3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 13

GAVPAA STEM will maintain a minimum of a 95% attendance rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 5
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none">- Daily/monthly attendance reports- P1/P2 reports	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Attendance rate will be 95% or greater

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

GAVPAA STEM, grades 5-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- GAVPAA STEM will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
- Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
- GAVPAA STEM will recognize students with perfect or improved attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 14

Students will attend school regularly. The school will reduce the percent who are chronically absent to 5% or less (District 15.2% Chronically Absent in 2018).

State and/or Local Priorities addressed by this goal:

State Priorities: 5
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Daily/monthly attendance reports - P1/P2 reports 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Students will be non-certificated as chronically absent meaning they miss 15 or more school days per year; based on baseline data.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Students with improved or perfect attendance will be recognized during quarterly awards ceremonies.
- Students with more than 5 unexcused absences per semester will meet with GAVPAA STEM administration.
- The Village Wash House will be used to allow families to wash clothes for free, thus eliminating students from missing school due to dirty clothes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000.00
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	4300

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 15

Students will not drop out of middle school.

State and/or Local Priorities addressed by this goal:

State Priorities: 5
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none">- Drop out report- Enrollment report	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	0% of students will drop out of middle school.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Academic support to at-risk students (Achievement Counselor)
- Social/emotional support for at-risk students (Achievement Counselor)
- Parent meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$60,763.00 \$24,526.00

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	1200 3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 16

GAVPAA STEM will have less than a 5% suspension rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 6
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Suspension reports - Office referral reports - Classroom/Teacher Observations - Online Behavior Report - PD sign in sheets 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	GAVPAA STEM will decrease the annual suspension rate based on the baseline from Year 1.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- GAVPAA STEM will implement a Positive Student Behavior program.
- Teachers will be trained in classroom management.
- Online Behavior Program (i.e., Ripple Effects) will be used to address behavioral issues.
- GAVPAA STEM will implement Responsive Classroom Strategies
- Ron Clark Training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 17

GAVPAA STEM will have less than a 2% expulsion rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 6
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none">- Expulsion report- Classroom/Teacher Observations- Online Behavior Report- PD sign in sheets	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	GAVPAA STEM will have a decreased suspension rate based on baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- GAVPAA STEM will implement a Positive Student Behavior program.
- Teachers will be trained in classroom management.
- Online Behavior Program (i.e., Ripple Effects) will be used to address recurring behavioral challenges.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$4,500 (\$20 per student) Ripple Effects
Source	N/A	N/A	Supplemental and Concentration
Budget Reference	N/A	N/A	4315

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 18

Students, parents and teachers will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 6
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Survey results - Parent workshop sign-in sheets - Community sign-in sheets 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Initial and ongoing parent and family satisfaction rates will be greater than that of the district.
<ul style="list-style-type: none"> - Survey results 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Completed and returned survey rates will increase by annually based on baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

All students

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Annual school surveys will be sent to parents, students, staff, and community members.
- Parents and community members will be encouraged to participate in programs focusing on multiculturalism and core values.
- Calendar Flyers for parent events will be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 19

Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the GAVPAA STEM's charter petition.

State and/or Local Priorities addressed by this goal:

State Priorities: 7
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Course catalog - Student schedules 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	100% of students will have access to a broad course of study.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	See Goal 2: Action 1
Budget Reference	N/A	N/A	See Goal 2: Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 20

The students will make progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of English Language Arts/Literacy. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.

State and/or Local Priorities addressed by this goal:

State Priorities: 8
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> – ELA iReady scores – Classroom/Teacher Observations 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	The 2019-2020 ELA iReady assessments will establish a baseline for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.
<ul style="list-style-type: none"> – ELA iReady scores – Classroom/Teacher Observations 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	i-Ready scores will increase based on baseline data.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

GAVPAA STEM will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, and leveled reading groups for small group instruction.

Purchase i-Ready

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$8,000
Source	N/A	N/A	Title 1
Budget Reference	N/A	N/A	4315

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New goal

Goal 21

The students will make progress toward meeting At or Above Standard Mastery on the iReady benchmark assessments in the area of Mathematics. The anticipated significant subgroups are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.

State and/or Local Priorities addressed by this goal:

State Priorities: 8
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Math iReady Scores - Classroom/Teacher Observations 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	The 2019-2020 Math iReady assessments will establish a baseline for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.
<ul style="list-style-type: none"> - Math iReady Scores - Classroom/Teacher Observations 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	-Ready scores will increase based on baseline data

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

GAVPAA STEM will utilize instructional strategies that include: small group work, math interventions, online tools and resources, peer-to-peer coaching, and collaboration with colleagues to support learning goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 22

Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.

State and/or Local Priorities addressed by this goal:

State Priorities: 8
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Rubrics Curriculum-Based Measurements - Grades/Report cards 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Students will pass social science courses annually based on the baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Through an integrated approach, students will study the area of social sciences congruent with Social Science Framework. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands on projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 23

All students, including all student subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.

State and/or Local Priorities addressed by this goal:

State Priorities: 8
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none">- Rubrics Curriculum-Based Measurements- Grades/report cards	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Students will pass assigned science courses annually based on baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000
Source	N/A	N/A	Title I
Budget Reference	N/A	N/A	4315

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 24

Students will recognize the viability of visual and performing arts as career options through daily exposure and education in a culturally relevant environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 8
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> - Student observations - Report cards 	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	Students will actively participate in visual and performing arts classes. Students will pass assigned visual and performing arts classes.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Students will participate in a variety of courses that will expose them to visual and performing arts.
- Students will attend professional performances in a variety of venues to develop an appreciation for the arts.
- Courses will integrate core content material with visual and performing arts content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 25

Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social and mental habits.

State and/or Local Priorities addressed by this goal:

State Priorities: 8
Local Priorities: N/A

Identified Need:

N/A – GAVPAA STEM opens in the 2019-20 school year and thus has no data on record.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none">- Class schedules- Student schedules	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	All students will receive physical education minutes.
<ul style="list-style-type: none">- Class schedules- Student schedules	N/A – GAVPAA STEM will establish baseline during its Year 1 of operation (2019-20 school year)	N/A	N/A	All students will have access to physical education through courses offering dance and movement.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All students

LEA-wide

GAVPAA STEM, grades 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

GAVPAA STEM will meet the physical education minutes required.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 519,418

N/A – GAVPAA STEM opens in the 2019-20 school year

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Unduplicated students will be supported at GAVPAA STEM by providing a personalized education plan for students that focuses on their individual needs, on-going professional development, CCSS aligned instruction and resource/support specialists. The expenditures will provide targeted assistance and services to unduplicated pupils to support their achievement (i.e., counselor, ELD coordinator).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?