

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yav Pem Suab Academy

CDS Code: 34 67439 0121665

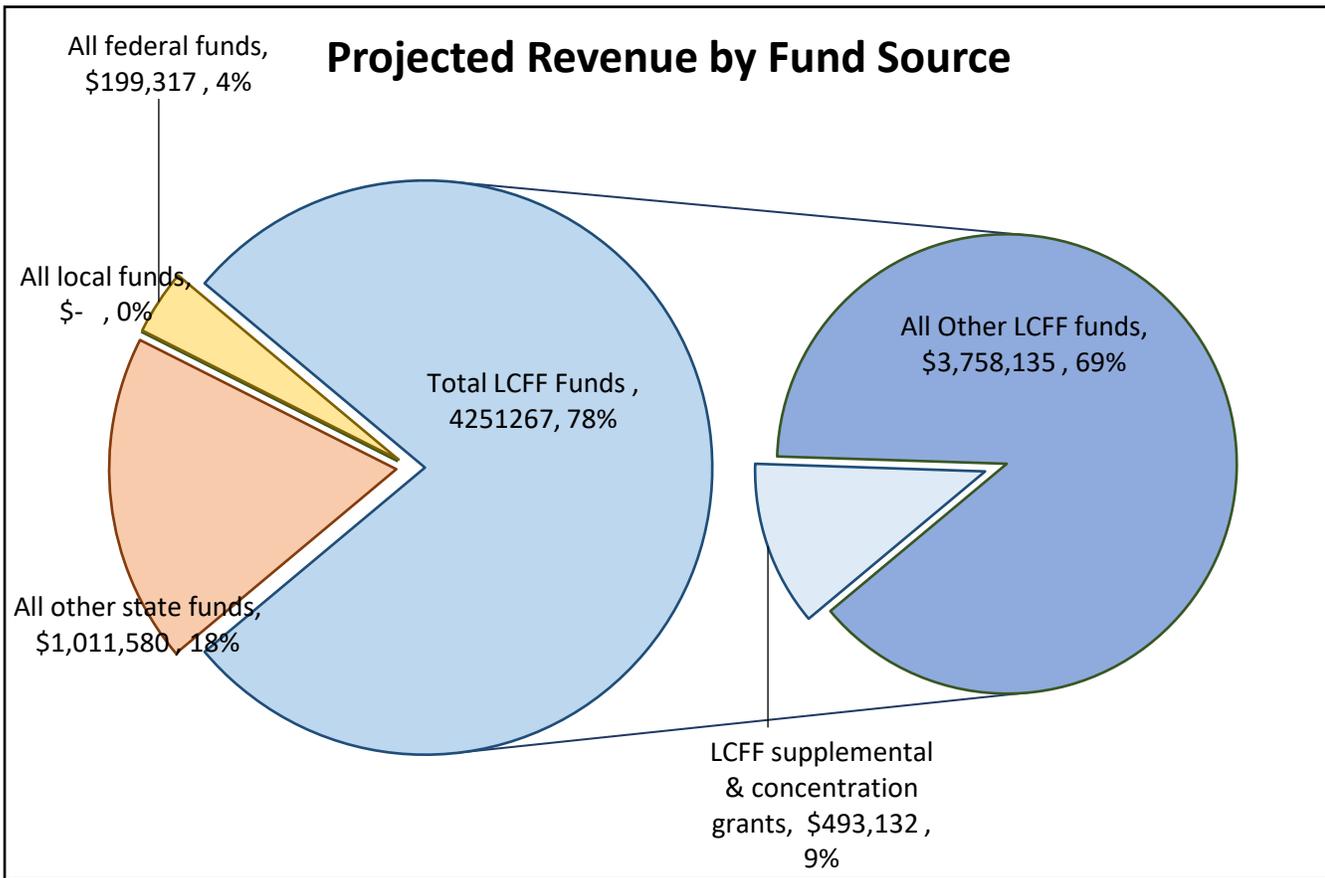
School Year: 2022 – 23

LEA contact information: Vince Xiong

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

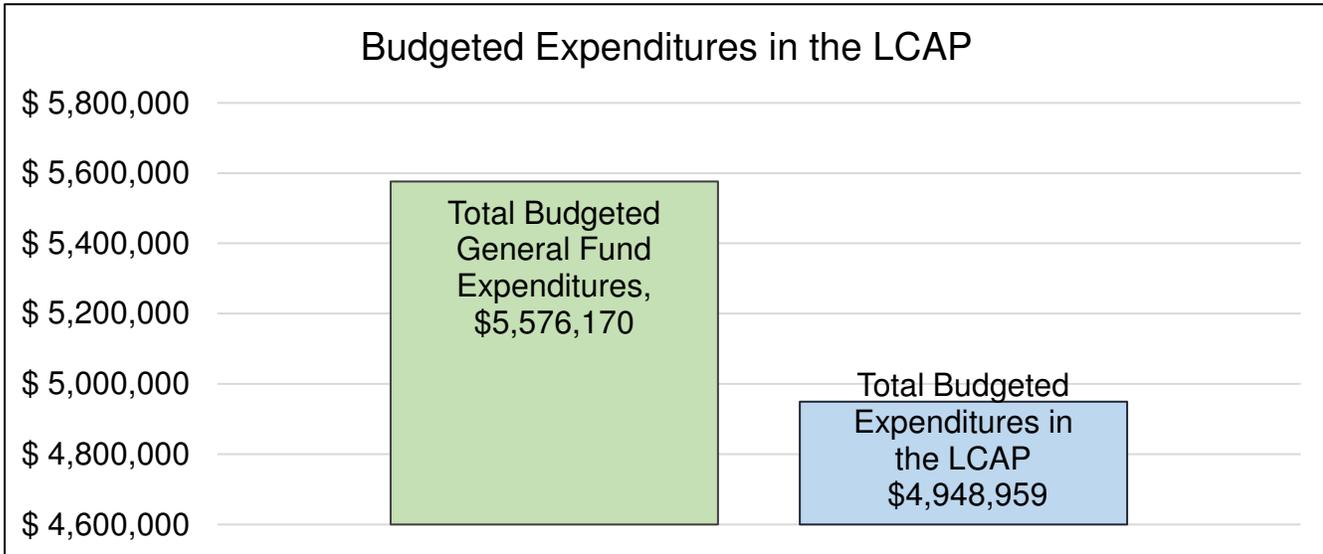


This chart shows the total general purpose revenue Yav Pem Suab Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yav Pem Suab Academy is \$5,462,164.00, of which \$4,251,267.00 is Local Control Funding Formula (LCFF), \$1,011,580.00 is other state funds, \$0.00 is local funds, and \$199,317.00 is federal funds. Of the \$4,251,267.00 in LCFF Funds, \$493,132.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yav Pem Suab Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yav Pem Suab Academy plans to spend \$5,576,170.00 for the 2022 – 23 school year. Of that amount, \$4,948,959.00 is tied to actions/services in the LCAP and \$627,211.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

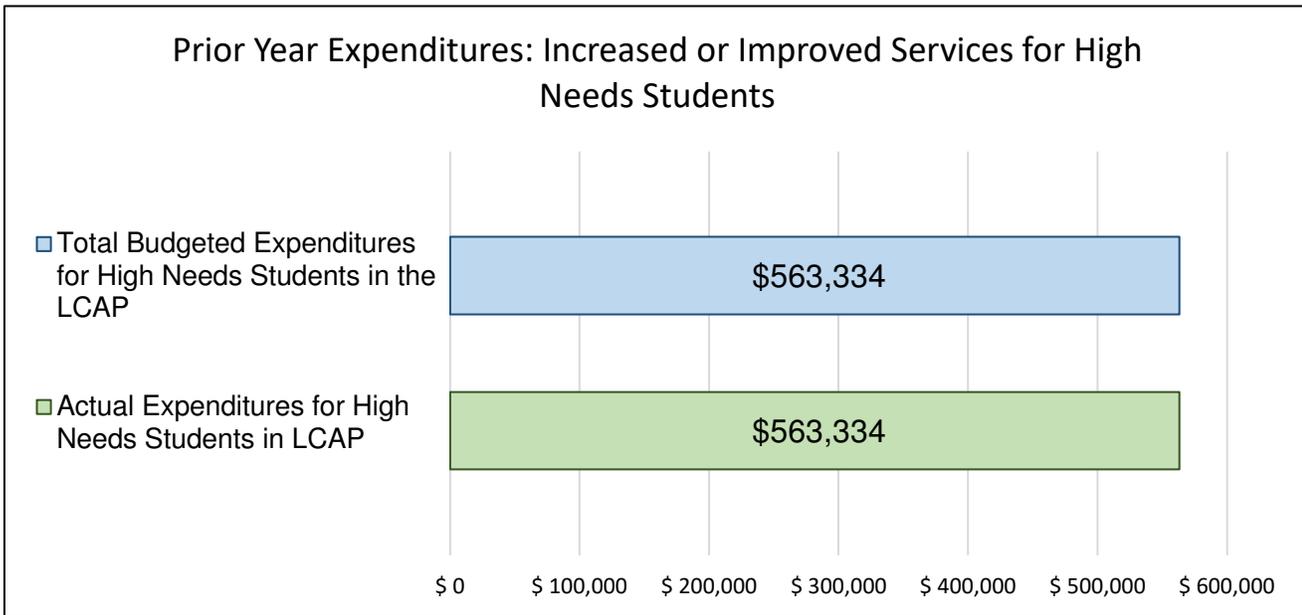
General fund budget expenditures for the school year which have not been included in the LCAP include costs primarily in the areas of rental, leases, noncapital improvements, operating and housekeeping expenditures, insurance, dues and membership, and communications.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Yav Pem Suab Academy is projecting it will receive \$493,132.00 based on the enrollment of foster youth, English learner, and low-income students. Yav Pem Suab Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Yav Pem Suab Academy plans to spend \$493,132.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Yav Pem Suab Academy 's LCAP budgeted \$563,334.00 for planned actions to increase or improve services for high needs students. Yav Pem Suab Academy actually spent \$563,334.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yav Pem Suab Academy	Vince Xiong, Principal	<a href="mailto:vince-xiong@urbancsc.org">vince-xiong@urbancsc.org</a> ; (916) 433-5057

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

YPSA engaged its educational partners/stakeholders on the following plans that were not included in the 2021-22 LCAP:

### [Expanded Learning Opportunities \(ELO\) Grant Plan](#)

Four virtual meetings (as indicated on page 1 of the ELO Plan) were conducted via zoom to gather feedback on the Expanded Learning Opportunities Grant Plan to support learning loss as a result of the COVID-19 pandemic.

May 19, 2021 – The ELO plan was presented to the support staff for feedback.

May 20, 2021 – The ELO plan was presented to the instructional staff and parents for feedback.

May 25, 2021 – The ELO Plan was presented to the Academy Council as a conference to action item.

May 27, 2021 – The ELO Plan was presented to the UCSC Board for adoption.

The ELO Plan was submitted to SUCSD within five days of adoption as required by this plan.

### [Educator Effectiveness Block Grant \(EEBG\)](#)

Three virtual meetings were conducted to solicit feedback from stakeholders regarding the Educator Effectiveness Block Grant to support professional development and educator effectiveness as follow:

December 7, 2021 – The EEBG was presented to Academy Council for feedback.

December 13, 2021 – The EEBG was presented at the Board meeting for public hearing.

December 15, 2021 – The EEBG was presented and adopted at the Board meeting.

### **ESSER III**

The ESSER III Expenditure Plan was written using the educational partner/stakeholder feedback received through the ELO stakeholder engagement conducted on May 19<sup>th</sup>, 20<sup>th</sup>, 25<sup>th</sup>, and 27<sup>th</sup> as described on page 2 of the YPSA ESSER III Expenditure Plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

### **Expanded Learning Opportunities (ELO) Grant Plan**

To provide supplemental instruction and support to students who are low-income, English learner and/or foster youth, 15 paraprofessionals were hired by the end of June 2021 to provide 1-1 supplemental instruction to students and to maintain consistency of staff in the Achievement through Technology (ATT), using MobyMax to support learning and practice of the Common Core State Standards.

As indicated in the ELO Plan on page 2, all students in kindergarten through sixth grade including students who are low-income, English learners, and/or foster youth, will be assessed using the Basic Phonic Skills Test – 3rd Edition (BPST – III) on letters, sounds, and phonic patterns such as blends, digraphs, diphthongs, and multi-syllabic words by classroom teachers. The assessment results will be matched with grade level benchmarks. Any student identified through this assessment as having any learning gaps will be provided 1-1 intervention by a trained para-professional (instructional aide).

Additionally, all students will be assessed by paraprofessionals on the 1000 Fry's high frequency sight words, reading fluency and comprehension, and long multiplication and division computations. The same process described above will be used to identify and provide support to any student who has not mastered these skills or competencies as determined by his or her grade level benchmark.

To support students with learning loss in mathematics, all students will also be assessed on basic numeracy skills such as numbers 0-100, addition facts 0-20, subtraction facts from 20, multiplication facts, and division facts. Similar to the assessment process above for reading, the assessment results will be matched with grade level benchmarks, and students with learning gaps will be identified for 1-1 tutoring. The 1-1 tutoring will involve a cycle that includes assessing, tutoring, progress monitoring, collaborating, and reporting.

Progress monitoring and learning/mastery data will be kept on a daily basis to determine level of growth and mastery. Once a student has mastered all areas of the BPST and has re-tested as meeting or exceeded grade level benchmarks, the student will be exited from this concentrated support.

Achievement data will be compiled and analyzed monthly, and a report will be made to the school's Academy Council and the Board at the end of each trimester.

### **Educator Effectiveness Block Grant**

To support educator effectiveness, according to the ten areas highlighted on page 3 of the Educator Effectiveness Block Grant, YPSA has aligned its professional development, which includes increasing knowledge of standards, curriculum, and instructional strategies, along with coaching, mentoring, and support to that of the Board adopted LCAP. These professional development are as follows:

#### HET Teacher Coaching & Support Cycle

A certified HET consultant will be secured and begin coaching support to administrators and teachers by September 2021.

#### Conceptual Curriculum Training

A certified HET consultant will be secured to begin schoolwide HET training in July 2021 and a HET model teaching week will be provided to new teachers and interested veteran teachers by July 2022.

#### New Teacher Induction Program

Secure an induction program, site coordinator, and mentor teachers to provide induction support to five new teachers by August 2021.

#### Administrator & Governance Leadership Training

Attend Charter Schools Development Center (CSDC), School Services of California (SCC), California Charter Schools Association (CCSA), ACSA Superintendent Symposium, CA Department of Education (CDE), Sacramento County Office of Education (SCOE) professional learning opportunities as identified and aligned with the leadership growth goals for leaders at UCSC by June 2022.

#### HET Model School Inspection

YPSA will secure a CFPEDU consultant to conduct a quality review to establish baseline data to develop an HET learning environment using the HET Model School criteria rubric by September 2021 to and a final review by June 2022.

#### Instructional & Standardized Curriculum

To adequately provide teachers with sufficient knowledge and skills to deliver elementary school subject content including ELD, to students through the HET curriculum, one foundational training of ELA, Math, Social Studies and Science is provided to teachers by October 2021, best practices by February 2022, and integration of ELD into ELA, Math, Social Studies and Science by May 2022.

### **ESSER III**

The plan and services provided through the ESSER III Expenditure Plan are consistent with those of the ELO plan as described above.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

YPSA has engaged its educational partners/stakeholders consistent to section one of this document, particular to the Expanded Learning Opportunities Grant Plan, the Educator Effectiveness Block Grant, and the ESSER III Expenditure Plan to address learning loss and distance learning.

Through the hiring of paraprofessionals, as indicated in the ELO and ESSER Plans, YPSA has planned to mitigate any learning loss by providing 1-1 interventions for students who are performing below grade level standards.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

### **Federal American Rescue Plan Act**

As required by the federal American Rescue Plan Act of 2021, YPSA has implemented the COVID-19 Safety Plan to ensure that processes and protocols are followed by staff. Training of the plan was provided to staff in February of 2021 which included health screening, physical distancing, facial coverings, engineering controls, cleaning and disinfecting, personal protective equipment (PPE), hand sanitizing, and investigation and responding to COVID-19 cases.

As an effort to mitigate the spread of COVID-19 and to maintain the health and safety of all staff, students, and parents, YPSA put in place processes and procedures for mandatory health pre-screening, temperature check stations in the office and entrance into the campus, COVID-19 safety stations in each classrooms, and cleaning and disinfecting schedules. Facial covering, hand sanitizers, gloves, disinfectant wipes, hand soap, and paper towels, along with other health and safety materials, have been purchased to support the implementation of the COVID-19 Safety Plan and to make sure that staff and students are coming to a school that is safe and clean so that learning can continue.

Even with health and safety protocols in place, there are still staff and students, who have contracted the COVID-19 virus and have had to isolate themselves and stay home until they are cleared to come back to school. This caused a decrease in student attendance and a struggle to secure substitutes to cover staff who are absent because of COVID.

### **ESSER III Expenditure Plan**

The use of the ESSER I, II, and III funds, will be extended through the 2023-2024 school year to provide supplemental instructional support to students at the school, by employing 15 paraprofessionals/instructional aides, to close the learning gap as indicated on pages 5-6 of the ESSER III Expenditure plan.

Consistent with the Expanded Learning Opportunities (ELO) Grant Plan, this supplemental instructional plan consisted of instructional aides who provide 1-1 foundational literacy and numeracy skills, 1000 Fry's high frequency words, reading fluency and comprehension skills, and long multiplication and division operational skills, to support low performing students, inclusive of

subgroups such as English Learners at ELPAC Levels 1 and 2 and Students with Disabilities and African American students at levels 1 and 2 in CAASPP ELA and Math between the hours of 9:00 a.m. – 3:00 p.m.

In addition, when time permits, following the provision of foundational skills, IA's support teachers in the reinforcement of classroom instruction to individual or small groups of students.

Using ESSER funds, the IAs also facilitate student practice of the common core state standards through the use of MobyMax, an online computer adaptive program, between 3:00 p.m. – 5:00 p.m., as an extension of the day.

As described above in the previous sections, the challenge with implementation of this plan is that the school has been unsuccessful at hiring the number of paraprofessionals/instructional aides. This lack of available staff has impacted the implementation of the plan causing a restructuring of 1-1 service to students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

To accomplish the actions identified in the 2021-22 LCAP, YPSA has aligned the financial resources received consistent to the goals and actions of the LCAP.

The items identified in the Educators Effectiveness Block Grant is directly aligned to goals 1 and 3 of the LCAP. Furthermore, the items identified in the ELO and the ESSER are consistent and aligned to supporting goal 5 of the LCAP.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yav Pem Suab Academy	Vince Xiong, Principal	<a href="mailto:vince-xiong@urbancsc.org">vince-xiong@urbancsc.org</a> 916-433-5057

## Plan Summary [2021-22]

### General Information

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

YPSA is a kindergarten to sixth grade, classroom- based, independent charter school. The Charter provides a 24-1 ratio in each classroom, with three classrooms per grade level. Beginning the fall of 2022-23, the school is adding a Transitional Kindergarten (TK) program, and it is expected to continue the program in the outgoing years.

During the 2019-20 school year, over 60% of the 486 students came from family with economic need, over 60% were Asian, and approximately 30% were English learners as shown in Table 1.0. Hispanic or Latino students and African American students are the next two larger groups.

Table 1.0 Students Served as Reported on Dataquest\*

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020 Grades						
						K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Total Enrollment	423	458	469	485	486	72	72	72	68	63	72	67
In District	307	344	323	308	309	46	50	44	40	44	43	41
Out-of-District	116	114	146	177	177	26	22	28	28	19	29	25
English Learner	188	176	144	145	146	30	21	17	17	19	22	20
Students with Disabilities	21	21	24	17	28	1	6	3	4	5	5	4
Socioeconomically Disadvantaged	325	336	224	303	270	39	44	40	33	35	42	37
Foster Youth	0	0	0	0	0	0	0	0	0	0	0	0
Homeless Youth	3	2	0	0	0	0	0	0	0	0	0	0
Migrant Education	0	0	0	0	1	0	0	1	0	0	0	0
African American	35	41	39*	28	31	4	4	4	2	3	6	8

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020 Grades						
						K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Total Enrollment	423	458	469	485	486	72	72	72	68	63	72	67
American Indian or Alaska Native	0	1	3	3	2	0	0	0	1	0	0	1
Asian	285	303	301*	321	324	49	49	45	45	44	55	38
Filipino	2	1	3*	1	1	1	0	0	0	0	0	0
Hispanic or Latino	73	80	86*	89	90	7	16	16	16	13	9	13
Pacific Islander	1	1	2*	1	1	0	0	1	0	0	0	0
White	13	15	21*	15	14	2	0	5	2	2	0	3
Two or More Races	14	18	13*	8	17	6	3	1	3	1	1	2
No Race Indicated	0	0	1*	0	7	4	0	0	1	0	1	1

\*Data Quest 2017-2018 incorrectly reported the following: African American-8, Asian-152, Filipino-1, Hispanic or Latino-30, Pacific Islander-2, White-8, Two or More Races-1, and No Race Indicated-267. Numbers reported in the table are correct as collected from our student information system (Power School).

While YPSA currently enrolls a large number of Asian students (324), when disaggregated, it becomes clear that Hmong students are 94% of the Asian total as shown in table 1.1.

Table 1.1 Asian Ethnicity Breakdown. Source: Power School

	Cambodian	Chinese	Hmong	Mien	Lao
Number	2	2	306	10	4
Percentage	.62%	.62%	94.44%	3.09%	1.23%

Hmong students are primarily visual, tactile-kinesthetic, field dependent learners. Hmong students acquire knowledge and skills most effectively in a social or group setting where they can see the learning, do the learning, and be able to work with others to support the learning. The HET Model supports this type of learning by incorporating the 20 body-brain senses to maximize sensory input for optimal learning. In the ten years of operation, the Hmong and non-Hmong students benefited from this approach.

YPSA operates on a Monday-Thursday, 8:00 a.m. – 5:00 p.m. instructional schedule. Instruction in English Language Arts, Math, English Language Development, Social Studies, and Science occurs between the hours of 8:00 a.m. – 3:00 p.m. for first through sixth grade. The

kindergarten day ends at 2:00 p.m.

During the 8:00 a.m. - 3:00 p.m. time block, students participate in one hour of either Hmong language development (HLD) or a movement class that includes dance, Tae Kwon Do, or physical education. While students transition into HLD or Movement, general education teachers receive one hour to prep, plan, or work on curriculum and instruction related tasks with their grade level teams.

Children can be dropped off at early as 7:00 a.m. Monday-Thursday. Once on campus, students go directly to the multipurpose room where they can read or sit with their peers until 7:20 a.m., at which time the cafeteria serves breakfast. At 7:45 a.m., the students are dismissed to the yard. At 7:55 a.m., a 5-minute warning bell rings, and the school's theme song is played over the intercom system. Students who are outside line up. Once ready, teachers walk their students to the classroom doors where teachers greet their students individually by name upon entering the classroom. A bell rings at 8:00 a.m. signaling the beginning of instructional time.

Once inside, teachers go over the daily agenda, learning objectives, and provide students with a morning message. The goal of the morning message is to connect the previous day's learning with the new learning and to set the tone for the day. The students lead and participate in 15 – 20 minutes of morning movement to wake up their brains and get ready for learning.

During the 8:00 a.m. – 3:00 p.m. learning time, a team of instructional assistants goes into the classroom to provide one-to-one intervention support to identified students who have been previously assessed for their foundational literacy and numeracy skills and continue to provide them the support to help them reach 100% of the expected acquisition of those basic skills. Between 3:00 p.m. to 5:00 p.m., first-sixth grade students participate in the Achievement Through Technology (ATT) block, where they practice common core state standards in Moby Max, an adaptive online program. To support student well-being, this block begins with a 10-minute supper break. Students day ends at 5:00 p.m.

## **Reflections: Successes**

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

The California School Dashboard was suspended for the 2021-22 school year and data was not available to make comparison to determine progress and successes.

There are three local data sources used at the school. Northwest Evaluation Association (NWEA) benchmark assessment is administered three times a year (fall, winter, spring). The most recent results show 60% of K-2 students performing on grade level in both math and reading. With this 10% increase, the school has met its 60% goal noted in the charter petition.

The teacher-created assessment is another local data source. The results are lower than the expected 80% K-6 student outcomes described in the charter petition. Current numbers show a 68% meeting or exceeding grade level standards in ELA and 73% in math.

A third local data source is the foundational literacy and numeracy skills assessment consisting of nine different categories. The expected outcome for each category in this assessment is 80% or higher. Based on this outcome, four out of nine categories meet or exceed the expectations while five fall short as shown in the table below.

Upper Case	Lower Case	Letter Sounds	Number ID (1-100)	Addition (0-20)	Subtraction (0-20)	Sight words	Multiplication	Division
99%	99%	99%	99%	73%	62%	54%	60%	52%

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teacher made assessments results and foundational literacy and numeracy skills in the areas of addition, subtraction, sight words, multiplication, and division facts fall short of the expected outcomes. Consistent daily grade level teacher collaboration meetings with the principal to design lesson plans to address learning gaps between 3:00-5:00 p.m. is set to begin the middle of September using the *Data Collaborative Inquiry Process*.

Teachers and administrators are also scheduled to receive professional development and training on the “How To” to develop standards-based assessments that aligned with the Common Core State Standards targeted to be introduced to students at each grade level, and specific subject content instructional delivery best practices.

The instructional assistants are scheduled to go through a change in their assignments to lessen the disruption on the provision of support to the primary grade students by reducing the number of incidents where assistants are pulled out of classrooms to attend to non-curriculum related activities.

Finally, administrators are also expected to execute the LCAP action steps with a 90% or higher completion rate to be aligned with the need to develop and implement an accountability system. Furthermore, recruitment efforts need to be higher priority to ensure vacancies are 100% filled within 4-6 weeks of the start of those vacancies.

## LCAP Highlights

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

The 2022-23 LCAP revision comprises of six goals focusing on highly qualified credentialed teachers, safe and well-maintained facilities, adequate resources to support staff for completion of their duties, student access to standards-aligned materials, increase of student academic results, and increased student attendance.

The goals are measured using aligned metrics that gauge the completion of action steps required for completion of each action that leads to the realization of the goals. In comparison to metrics in the previous year, current ones are more specific and limited in numbers, which provide a clear and more manageable task for accountability purposes.

Finally, goals and metrics are supported by actions that include concise and specific chronological steps with starting points beginning the first month and flowing through the last month of each school year; and woven into a plan of action versus stand-alone action tasks in the previous LCAP.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Yav Pem Suab Academy Charter School is not a CSI school.

### ***Support for Identified Schools***

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

Not applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable

# Engaging Educational Partners

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

The process for engaging educational partners to complete the revision of the 2022-23 LCAP begins with a LCAP completion action plan that is aligned to the school's budget development calendar. It includes the feedback consideration of four different groups and five different platforms. The groups consist of parents, staff members, Academy Council Members, and UCSC Board Members and members of the public.

These constituents provided their feedback through two zoom parent meetings, one in-person school staff meeting, five Academy Council meetings, one UCSC Board public hearing, and one session of on-line Google Form feedback survey. The details of the chronological timeline, specific dates, and times are captured in the table below:

Date	Time	Educational Partners
2/23/2022	5:30 p.m. - 7:00 p.m.	Parents
3/1/2022	5:30 p.m. - 7:30 p.m.	Academy Council Members
3/23/2020	5:30 p.m. - 7:00 p.m.	Parents
4/5/2022	5:30 p.m. - 7:30 p.m.	Academy Council Members
4/12/2022	5:30 p.m. - 7:30 p.m.	Academy Council Members
5/3/2022	5:30 p.m. - 7:30 p.m.	Academy Council Members
5/4/2022	2:00 p.m. - 3:00 p.m. & 3:00 p.m. - 5:00 p.m.	Staff Meeting
5/5/2022	5:30 p.m. - 6:30 p.m.	Finance Subcommittee Members
5/9/2022	6:00 p.m. - 9:00 p.m.	UCSC Board and Members of the Public
6/7/2022	5:30 p.m. - 7:30 p.m.	Academy Council Members

Three critical components are employed when considering the constituent engagement feedback during the final phase of the 2022-23 LCAP revision. First feedback aligned to the LCAP get priority and are added into the revision. Next, feedback yielding potential for improving actions, metrics, and goals get the next level of priority and are incorporated into the plan. Finally, high relevant feedback relating to the school's vision and mission that are affordable by the school's operation budget get included. The overall experience in this process tremendously helps the school personnel in the revision for improvement of the 2022-23 LCAP.

A summary of the feedback provided by specific educational partners.

The feedback from the five partnering groups is summarized as detailed below.

Yard duty supervision has been a constant challenge due to the three out of four vacancies being long term. As such, there was a suggestion to recruit parents to support yard supervision as interim fillers.

Another recommendation by the parents is to allow them access to the school's *PowerSchool Student Information System (SIS)* to view student progress toward grade level expectations throughout the year to receive immediate feedback on their children's progress in order to pivot and provide the necessary support or recognition to their students. To achieve this, parents also suggest a training is made available to give them the knowledge and skills required to access the PowerSchool platform.

The staff feedback can be summarized into four categories such as curriculum, professional development, student support, and personnel.

A systematic way is being suggested as an improvement to the school operation procedures to account for materials and technology devices that are used to support curriculum.

These materials and equipment are incorporated into the curriculum maps in the next revision and expected to be updated to ensure standardization across the grade levels. The suggestion further states that when the curriculum maps are discussed at the 3:00-5:00 p.m. grade level collaboration meetings, they need to be captured as an item on the list in the meeting agendas.

In the area of professional development, teachers suggest there are accompanied demonstrations of HET strategies to go with written words as a way to clearly define the delivery expectations. This training should be expanded to include the instructional assistants so they can utilize the strategies in the performance of their duties. In addition, trainings should always be pre-planned and scheduled in advance to eliminate last-minute disruptions to staff's daily planned activities.

Regarding student support, the staff suggest more counseling services be made available to be provided to students. And for students with chronic absenteeism, SART and SARB procedures should be implemented as a way to remind students the importance of schooling. Another suggestion is to include a systemic way of capturing student rostering for the HLD and Movement programs to accurately track student attendance.

Finally, in reference to the employment of a head teacher and new personnel category, the staff suggest the head teacher position be posted internally to allow every qualified school staff member an opportunity to apply for the experience. New personnel should be allowed ample time to participate in job shadowing prior to the end of the school year whenever it is possible. This allows for a more an in-depth knowledge acquisition of classroom set-up and school routines, much like a being-there experience teachers and students have during their study trips.

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

As a result of the educational partner feedback, the 2022-23 LCAP revision and development has received modifications and revisions to the goals, metrics, and actions. Each goal now includes three clearly stated components such as *what YPSA plans to accomplish, what it plans to do in order to accomplish the goal, and how it will know when a goal has been accomplished.*

Consequently, the description of each action item has been written to include specific time-bound action steps that must be fulfilled to complete the action. In addition, metrics have been revised to measure each action in a progressive manner so that progress can be gauged as goals are being obtained along with way.

# Goals and Actions

## Goal 1

Goal #	Description
1	Employ fully credentialed teachers and ensure they understand the YPSA Charter Petition by filling 100% of the teaching positions and providing and equipping them with the skills, tools, and resources to accomplish the YPSA Petition goals, outcomes, and objectives as demonstrated by the teachers’ ability to align the teaching and learning activities to goals and strategies in the petition. (State Priorities 1, 2, 4, 5, 6, 7, 8)

An explanation of why the LEA has developed this goal.

Teachers need to be highly qualified in California. As such, it is required that they are appropriately credentialed and properly assigned to teach in the classroom.

YPSA abides by this mandate. Therefore, teachers are equipped with the knowledge, skills, and resources essential to their lesson planning process, that yield high student academic achievement in the classroom.

The metrics and actions proposed for this school year are clearly specified and aligned to this goal as compared to previous efforts. The clarity of these components provides the guidance to create an accountability system to ensure the actions are measured along the way toward the accomplishment of the goal.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Credential Log	100%	100%			100% of teachers are credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom Walkthrough Observation Tool	0%	0%			100% of strategies and knowledge from trainings and PDs are implemented in the classroom
Teacher Tool and Resource Inventory List	0%	0%			100% of tools, resources, and materials received and utilized by teachers in the classroom
Active Employee Roster from Payroll System (Same as Goal 3,5 & 6)	0%	82.14%			100% of support staff positions filled

### **Actions**

Action #	Title	Description	Total Funds	Contributing
1	Teacher Employment and Assignment	<p>Employment (Appointment) letters are issued to returning teachers every May. Specifically, starting July 2022 one of the three kindergarten teachers is scheduled to transition into a Transitional Kindergarten (TK) teaching assignment.</p> <p>Credential status is reviewed prior to hiring and annually thereafter to ensure they are active.</p> <p>When vacancies occur, recruitment and hiring are conducted by posting job announcements, screening of applicants to ensure valid credentials, interviewing by school level administrators and staff, interviewing by business office personnel and the Superintendent, conducting background and reference checks, and approving of the candidate by the Board.</p> <p>Following approval, candidates are onboarded and assigned to classrooms according to their credential authorization by school administrator or designee.</p>	<p>\$2,075,804</p> <p>1000's - \$1,538,310</p> <p>3000's - \$537,494</p>	Y

Action #	Title	Description	Total Funds	Contributing
2	Knowledge of the Charter Petition	<p>At the time of hiring, and annually, employees read and sign the employee commitment and acknowledgement form indicating they have received, read, and understood the content of the petition, and pledged to abide by the philosophy of the charter petition and participate in trainings to master the skills and knowledge necessary to fully implement the charter.</p> <p>Staff are provided training/professional development opportunities to increase their knowledge, skills, and abilities to implement the strategies, concepts, and ideas articulated in the 16 elements of the charter petition throughout the year, followed by administrators providing individual feedback or group training sessions based on the observed levels of use and practice (novice, approaching, proficient, advance understanding) to also include the following:</p> <ol style="list-style-type: none"> <li>1. HET Teacher Coaching &amp; Support Cycle</li> <li>2. HET Conceptual Curriculum Development</li> <li>3. Meaningful Content, Absence of Threat, Reflection Opportunity, and Context (MARC)</li> <li>4. Individual Learning Plan (ILP)</li> <li>5. 8-Step Lesson Planning</li> <li>6. Data Collaborative Inquiry</li> <li>7. The 4 Rs</li> <li>8. Administrator and Governance Leadership</li> <li>9. New Teacher Induction Program</li> </ol> <p>Upon mastery of these elements, a certificate will be issued to by the appropriate administrator.</p>	<p>\$44,296</p> <p><i>1000's - \$13,253</i>  <i>3000's - \$2,723</i>  <i>5000's - \$28,320</i></p>	Y
3	Tools and Resources	<p>Hire support-personnel-resources as listed below by July 1. At the mandatory staff meeting, on the last Thursday in July, furniture, instructional materials, keys, resources, technology, training information and materials needed are distributed to each staff member. Additionally, to ensure staff is equipped with the knowledge and skill required of their responsibilities, professional development and learning opportunities are provided throughout the school year.</p> <p>Support-personnel-resources are listed below:</p>	<p>\$1,196,991</p> <p><i>1000's - \$548,044</i>  <i>2000's - \$268,034</i>  <i>3000's - \$204,716</i>  <i>4000's - \$120,000</i>  <i>5000's - \$56,197</i></p>	Y

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Resource Special Program (RSP) Teacher</li> <li>4. Speech Pathologist</li> <li>5. Two (2) Special Education Instructional Assistant</li> <li>6. Administrative Senior Clerk</li> <li>7. Superintendent</li> <li>8. Chief Financial Officer/ Chief Business Officer</li> <li>9. Administrative Secretary</li> <li>10. Head Teacher</li> </ol>		

### **Goal Analysis for [2021-22]**

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

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

An action showing a substantive difference between planned action and actual implementation is the action to provide twenty-four tools and resources to teachers where tools and resources were given, but follow-up training or support on the use of the tools and resources were not provided. The challenge was the absence of the use and practice of these tools in the classroom.

Furthermore, accountability systems were not in place to implement and manage the tools and resources, and key components such as the HET coaching and conceptual curriculum training, MARC, ILP, 8-Step lesson planning, Data Collaborative Inquiry, and 4Rs.

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

There were material differences that occurred in budgeted and estimated actual expenditures related to actions 9 – 17 involving the hiring of administrative, special education, and support staff. Of these actions, the hiring of one special education director and one speech pathologist did not occur as a result of a lack of interested candidates. To ensure there were no disruption to student services, the Superintendent oversaw the operations of the special education program working closely with the RSP teacher and staff assigned by the El Dorado Charter SELPA to ensure nonpublic schools and agencies certified by the California Department of Education were secured, and ready to provide services to students.

Another material difference was in personnel salaries for administrative staff. Our Board adopted new salary schedules in April and May of 2022 for the principal, assistant principal and chief financial officer which resulted in an increase to budgeted costs of approximately 19%. These schedules were not previously ready last May, during writing of the 2021-22 LCAP and therefore salary increases could not be estimated more accurately.

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

The actions contributing to the realization of the goal for 100% of the teachers to be fully credential were effective, and the actions toward understanding of the charter petition, provision of the supported resources and tools, and skills were implemented; however, their ineffectiveness was the result of a lack of accountability systems.

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

There were no changes to the goal. The metrics, however, were consolidated from five down to three, and the actions were reduced from twenty to three through a process of recalibration to ensure alignment and coherence between the goals, metrics, and actions; so that a comprehensive accountability system is in place for the upcoming school year.

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

## Goal 2

Goal #	Description
2	Provide California standards-aligned instructional materials and technology applications on school devices to 100% of the students by purchasing standards-aligned materials, applications and devices, and the being-there experiences (studytrips) as evidenced by purchase orders, invoices, and instructional material distribution records. (State Priorities 1, 2, 4, 5, 6, 7, 8)

An explanation of why the LEA has developed this goal.

EC Section 60119(c)(1) states that sufficient textbooks or instructional materials means, "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.

The metrics are defined with greater accountability, and the actions are recalibrated with specific focus to ensure there is better alignment with this goal.

The metrics and actions proposed for this school year are clearly specified and aligned as compared to the previous year. The clarity of these components provides the guidance to create an accountability system to ensure the actions are measured along the way toward the accomplishing the goal.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record	0%	0%			100% of grade level instructional materials purchased and distributed to teachers one month before the next component.

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Scope and Sequence Conceptual Curriculum Map	Every year in July, teachers are issued a grade level <i>Scope and Sequence Conceptual Curriculum Map</i> to be used in guiding their teaching and planning for the school year.	\$40,000 5000's - \$40,000	Y

Action #	Title	Description	Total Funds	Contributing
		<p>After the teaching of each component, the teachers meet with the principal to go through a reflection process to determine the alignment of the instructional materials, standards, and strategies to make the needed changes to their teaching as part of the continuous improvement cycle.</p> <p>The <i>Scope and Sequence Conceptual Curriculum Maps</i> are revised by the end of May. A presentation of the revised updates and revisions is made to the Academy Council by no later than June so that a training can be provided to staff before the start of the next school year.</p> <p>Materials identified in the Grade Level Scope and Sequence Conceptual Curriculum Maps are ordered and placed for the first component by the end of June.</p> <p>Finally, the component materials are distributed to teachers to use in their lessons for students on or before the mandatory staff meeting in July.</p>	<p><i>This work is done between 3-5 p.m., which is within the parameter of the teachers work hours as budgeted in Goal 1, Action 1</i></p>	
2	Technology Instructional Materials Distribution Plan	<p>In June of each year, technology devices including student laptops and iPads are inventoried and undergone a software refresh process by the school's technology services contractor to current application software including secured browsers for NWEA and CAASPP. New devices are purchased to replace inoperable or outdated ones.</p> <p>During the latter part of August, students are rostered to the technology platforms such as NWEA, CAASPP Interim, MobyMax, Google Classroom, Reading Wonders, Studies Weekly, and others so that they can be accessed by the students.</p> <p>The devices are issued to students in September by the classroom teachers and records are kept in a technology instructional materials distribution log.</p> <p>Broken devices are repaired or replaced as needs arise between September and June.</p>	<p>\$136,662</p> <p>4000's - \$89,385</p> <p>5000's - \$42,277</p>	Y

## **Goal Analysis for [2021-22]**

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

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

An action showing a substantive difference between planned action and actual implementation is the action to provide on-line applications, tools, materials, and resources to support students to gain access to the teaching and learning. The tools were provided; there was not, however, an up-to-date distribution record and an accountability system to show the effectiveness of the students' application of the tools, materials, and resources.

Another difference is the being-there experiences. A Ninety-thousand-dollar budget was allocated to support being-there experiences that were to be identified by the school administrator and teachers no later than at the time the mid-year budget is completed in January. The budget was never expensed because of the COVID-19 health and safety restrictions on large gathering of people inside a vehicle or building, which prohibited being-there locations to be opened for large group visitations and availability of mode of transportations required for traveling to and from these locations.

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

A material difference in budgeted versus actual expenditure occurred because being-there experiences (studytrips) could not be conducted. As a result of COVID-19 restrictions pertaining social distancing and the gathering of large crowd, transportation to and from the school and being-there locations were either not open to the public or a viable option to consider.

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

To access learning, students in kindergarten through second grade were assigned iPads and students in third through sixth were assigned laptops along with their associated operating applications. While there is evidence on the use of some applications, there are no records to indicate any effectiveness on students making progress toward the goal other than those in NWEA, MobyMax, and CAASPP.

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

Five metrics were consolidated into one, and five actions were consolidated into two. The metric measures 100% of the instructional materials ordered and purchased for teaching of the standards and how these materials are distributed to each classroom for student

access. On the other hand, the multiple action items were narrowed to two comprehensive items that include clearly defined step-by-step procedures to guide administrators and staff in the implementation of the actions.

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

# Goal 3

Goal #	Description
3	Provide a safe, clean, and well-maintained HET school environment by employing custodial and health and safety staff, and providing them with the training, tools, and materials to create and maintain it as evidenced by appointment letters, purchase orders, invoices, training agendas, and sign-in sheets. (State Priorities 1, 4, 6, 7, 8).

An explanation of why the LEA has developed this goal.

Senate Bill 550 (Vasconcellos) amended the School Accountability Report Card to require expanded information on the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Accordingly, YPSA has updated the metrics and actions to be more aligned to support one another in the goal attainment. Each metric contains specific measurements that gauge the progress of each action. The actions are multi-step processes and procedures that are written into a plan which makes it easier to guide and support staff in their responsibilities. The proposed actions, metrics, and expenditures will help achieve the outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HET Non-classroom Environment Checklist	0% Completion	0% Completion			100% Completion
Active Employee Roster from Payroll System (Same as Goal 1,5 & 6)	100% Positions Filled	43% Positions Filled			100% Positions Filled
Health & Safety Tool and Resource Inventory List	0% Received	0% Received			100% Received by staff
Daily Cleaning Schedule Checklist	0% Completion	0% Completion			100% Completion

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Maintenance Plan	<p>Two full-time custodial staff are employed on or before July 1 to clean and maintain the environment using tools and cleaning supplies authorized to be used in a school setting throughout the school year. One part-time custodial substitute is employed to support with deep cleaning twice a year during winter and spring recess.</p> <p>Every year in May, custodial supplies and tools are purchased for the upcoming school year to receive them for the scheduled July deep cleaning. Concurrent with the July cleaning, the custodial staff is required to attend health and safety trainings and workshops provided by the school district. Two more scheduled deep cleanings also take place during winter and spring break.</p> <p>From August to June, routine cleaning is expected to be completed following a daily schedule and the health and safety guidelines imposed by local and state laws.</p> <p>As additional supplies are needed, they can be purchased throughout the school year.</p> <p>Between October and November, the custodial staff also lead the fire safety inspection conducted by the local fire department as well as providing support with the required and unannounced monthly school safety drill practices.</p> <p>Safety cones are set-up in front of the school to guide pedestrians, students, and parent drivers during drop off, pickup and crossings. The cones are retrieved and put away at the end of each day.</p> <p>The principal or designee performs a weekly inspection against the daily cleaning schedule checklist and provide feedback to the custodial staff as part of the continuous improvement cycle.</p>	<p>\$121,223</p> <p>2000's - \$83,982 3000's - \$27,240 4000's - \$10,000</p>	Y

Action #	Title	Description	Total Funds	Contributing
2	Health and Safety Plan	<p>By July 1, a full-time Health Services Specialist-LVN, who is supported by a contracted "health supervisor," and 4 part-time yard supervisors are employed to lead the health and safety components of the school and are provided with the trainings, materials, and resources to support the needs of the school.</p> <p>The safety team, comprised of the nurse, principal, assistant principal, and clerical staff reviews the health and safety binder and updates/schedules the upcoming school year's emergency drills, vision and hearing screenings, immunization verifications, and human growth and development sessions onto the YPSA calendar and ensures completion of those projects.</p> <p>The updates to the health and safety binder are included in the student/parent handbook, which is printed, presented, and distributed to staff at the mandatory staff meeting in July. Families also receive their copies along with their first day packet via student backpack on the first week of school.</p> <p>Blood borne pathogen, sexual harassment, mandated reporting, and links to additional on-line trainings with SafeSchools are expected to be completed by each employee on or before August 15.</p> <p>A copy of the health and safety binder is submitted to the state by November 1 every year.</p> <p>Finally, a behavior assembly is on the first day of school to go over Discipline Life processes and procedures, student learning behavior, and Lifelong Guidelines and LIFESKILLS for students.</p>	<p>\$140,730</p> <p>2000's - \$94,665 3000's - \$27,666 4000's - \$4,000 5000's - \$14,400</p>	Y

**Goal Analysis for [2021-22]**

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

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

Three of the six planned actions were met. The other 50% of the actions were unmet.

The training on the 16 items to support teachers on the development of the HET classroom environment and assurance that every classroom meets the expectations by August 2021 as planned were not met. The 16 items handout was given to teachers without a rollout implementation training, which resulted in only 62% of teachers meeting the goal.

Four part-time yard supervisors were employed, however three of the four were promoted to full time instructional assistant (IA) positions and one resigned in the middle of the school year. The job posting remains active on Indeed, school and organizational websites and school Facebook page. Parent recruitment efforts were attempted with few interested candidates resulting in zero positions filled.

HET environment baseline data was provided by the HET consultant; however, a committee was not established to complete the actions as planned.

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

As a result of internal promotions provided to three of the four-yard supervisors, this led to a material difference in budgeted versus actual expenditure under this expense line. Though YPSA was not able to hire the number of yard duty supervisors needed to provide adequate supervision to students, it did restructure the use of its current instructional assistant staff to provide support in this area. As such, school administrators will ensure priority is given to recruitment efforts next school year to minimize disruption to other programs at the school.

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

There is no data to measure effectiveness of the actions because of the inconsistencies in the implementation of the actions. Of those completed actions, only 50% were implemented as planned.

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

There are changes to the goal, metrics, and actions in the coming school year for this goal. The goal increased from 70% to 100% of the classrooms to be well-maintained and aligned to a HET school environment requirement. To achieve this goal, four new metrics were identified to be used for measuring effectiveness of the actions. Furthermore, the actions are developed in the form of implementation plans that include specific step-by-step processes and procedures that help to guide the staff in carrying out their duties.

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

# Goal 4

Goal #	Description
4	<p>Increase the CAASPP meeting and exceeding grade level standards for 3rd - 6th grade students from 33.34% to 60% in ELA, 20.93% to 50% in Math, 11.11% to 25% in ELPAC, and 0% to 25% in CAST by ensuring:</p> <ul style="list-style-type: none"> <li>• teachers receive professional development/training in ELA, ELD, Math, and Science, develop and implement ILPs for students at Tier 2 and 3, and implement SSTs for students not meeting ILP goals</li> <li>• students receive practice of the CCSS through Moby Max, CAASPP Interim, CAST Practice, 1-1 foundational literacy/numeracy skills support, and academic achievement recognition</li> </ul> <p>These are evidenced by professional development training agenda and sign-in sheets, ILPs and SSTs goals implemented for and met by students, benchmark assessment reports used to design teaching and learning lessons by teacher, IA's weekly 1-1 foundational skills progress report used to set goals for the upcoming weeks, and the number of awards issued to students by trimester. (State Priorities 1, 2, 4, 8)</p>

An explanation of why the LEA has developed this goal.

Between 1990 and 2010, the underserved student population in the local school district continued to perform lower in comparison to their peers in academic achievement. As such, the community came together to create Yav Pem Suab Academy Charter School to counter this performance disparity by raising academic achievement for this group of students as identified in this goal and in accordance with the expectations enumerated in Ed. Code 47605(b)(5)(A) and in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.

The metrics are defined with greater accountability, and the actions are recalibrated with specific focus to ensure there is better alignment with this goal.

The metrics and actions proposed for this school year are clearly specified and aligned as compared to the previous year. The clarity of these components provides the guidance to create an accountability system of support for school administrators and staff to ensure the actions are measured along the way toward the accomplishment of the goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Roadmap to Realization of the YPSA Vision Goals and Outcome Comparison Measurement Tool	0% meeting or exceeding standards	0%			70% of students meeting or exceeding grade level standards on CAASPP ELA, 60% for CAASPP Math, 35% for CAST, and 35% for ELPAC
Professional Development Attendance Log	0% staff attending PD	0%			100% of staff attending professional development based on need
ILP/SST Implementation Log for Tier 2 and 3 Students	0% ILP/SST Implementation	0%			100% of students needing ILP/SST are provided with one and implemented
CCSS Student Practice Log	0% are practicing CCSS learning activities	0%			100% of students receive practice of CCSS through MobyMax, CAASPP Interim, 1-1 Foundational Skills, and 100% of 5 <sup>th</sup> Grade through CAST
Benchmark Data Results Classroom Observation Feedback Log	0% of teachers using benchmark data	0%			100% of teachers use benchmark assessment data to guide lesson planning and learning activities

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Collaborative Inquiry Process	In early August or within 30 days of enrollment, the initial ELPAC assessment is administered to new students who have been identified as speaking another language other than English through, the enrollment process.	\$6,836 1000's - \$5,886 3000's - \$450 4000's - \$500	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Students identified as English learners in this process, along with previously identified English learners, are given the summative ELPAC in the Spring. English learners who have met the criteria for reclassification are reclassified on or before March.</p> <p>In September, a presentation is provided to classroom teachers to equip them with the knowledge, information, and skills to successfully administer the October (Fall Interim) CAASPP test.</p> <p>The teachers administer the <i>Fall CAASPP Practice Test and the CAASPP Interim Test</i> to the students in October, and again in February and March.</p> <p><i>CAASPP Summative Assessment</i> training is provided to 3<sup>rd</sup> – 6<sup>th</sup> grade teachers in April for testing in May.</p> <p>During the 3:00-5:00 p.m. time block from Monday - Thursday and in collaboration with the principal, teachers analyze assessment results using the <i>Data Collaborative Inquiry Process</i> to identify trends that are used to design lessons and activities to accelerate student learning towards meeting the goal.</p> <p>Also, during the collaboration hour(s), teachers reflect using the four-core-guiding principles (Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC) to identify brain-compatible strategies to reteach student who have not yet reached content mastery. Teachers also continuously evaluate their <i>Scope and Sequence Conceptual Curriculum Map</i> (Backward Standards Map), Thematic Planning Guides, and weekly lesson plans to ensure effective teaching and learning occur.</p> <p>The principal conducts bi-weekly walkthrough observations on the effectiveness of the teaching and learning from the lessons designed in the collaboration sessions and provide feedback to assist the</p>		

Action #	Title	Description	Total Funds	Contributing
		teachers to continually make adjustments that influence student learning as a cycle of continuous improvement in the classroom.		
2	Subject Content Professional Development and Training for Teachers	<p>Starting in July, teachers receive ELA/ELD, Math, Social Studies and Science curriculum and professional development on the materials overview and training on the skills that are required to utilize the materials to support the teaching and learning at the school for teachers and students.</p> <p>Follow-up classroom observations are conducted by the principal in August – October to collect teacher implementation data on the knowledge and skills in the content subject areas teachers received from the July professional development and training.</p> <p>The data is analyzed for trends that guide the identification of focused trainings and professional development series to support teachers as a continuous improvement cycle to improve their teaching knowledge and skills in the content subjects.</p> <p>Beginning in November, teachers are grouped by needs as dictated by the data collected by the principal to receive targeted professional development that are identified and scheduled between December and May to support and increase their knowledge and skills in the content areas.</p> <p>Classroom observations and feedback are conducted and given by the principal to provide tailored coaching support to individual teachers between January and June.</p> <p>The effectiveness of the professional development coaching support provided to teachers is evaluated for areas to make adjustments before decisions are made to continue or delete from the LCAP for the upcoming school year in May.</p>	<p>\$34,000</p> <p>5000's - \$34,000</p>	Y
3.	ILP/SST Process	At YPSA, Individual Learning Plans (ILP) are developed and implemented for students at Tier 2 and 3. If they are not successful	\$0	Y

Action #	Title	Description	Total Funds	Contributing
		<p>through the ILP process, the SST process kicks in to provide the next level of support to ensure progress toward Tier 1 instruction.</p> <p>Team members required for the ILP include the classroom teacher, parent, student, principal or assistant principal while the SST includes additional staff members such as the grade level teachers, nurse, and the RSP teacher as needed.</p> <p>The classroom teacher initiates and convenes a meeting to discuss the learning needs of the student, and together, the team develops an ILP. The ILP is developed using data related to academic, social emotional, behavior, attendance, and other assessments such as NWEA, CAASPP, foundational skills, ELPAC, end-of-unit test, and BPST. The ILP includes goals, actions, timeline, and responsible persons.</p> <p>The plan is implemented collaboratively by the classroom teacher, parent, and student for eight weeks. Throughout this timeframe, the team members also meet every two weeks or more to review student academic achievement progress toward the established goals. The bi-weekly meetings are in place to provide opportunities for making adjustments necessary to support student success.</p> <p>Beginning the third week of September, teachers are trained to develop and implement ILPs and to know how to conduct ILP meetings with parents. ILP development by teachers start the following week in preparation for having them ready to share with parents during <i>trimester 1</i> parent teacher conference. Completed ILPs are reviewed and approved no later than the week before parent teacher conference by the principal.</p> <p>ILPs are implemented starting the second trimester and reviewed by the teacher, student, parent, and principal at the end of eight weeks for student progress toward meeting his/her goals.</p>	<p><i>This work is done between 3-5 p.m., which is within the parameter of the teachers work hours as budgeted in Goal 1, Action 1</i></p>	

Action #	Title	Description	Total Funds	Contributing
		<p>The SST process begins for students not meeting their ILP goals sometime in the month of January for students who started an ILP in November. This process allows for eight weeks of ILP intervention.</p> <p>ILPs and SSTs records are included in the teacher articulation process in June for hand-off to the new teachers. Receiving teachers review ILPs and SSTs and ask any clarifying questions of the previous teachers in order to map out continuous implementation into the new school year.</p>		
4	Common Core State Standard Practice	<p>Students receive practice of the CCSS through MobyMax, CAASPP Interim, CAST Practice, and 1-1 foundational literacy/numeracy skills support.</p> <p>As such, MobyMax subscription is renewed in June for the upcoming school year. Training is provided to instructional assistants the week before school starts in July on the use of the MobyMax platform and how to align MobMax assignments using teacher lesson plans. Starting the first day of instruction, from 3:00-5:00 p.m., students log on to MobyMax to practice learning of the Common Core State Standards through the assigned learning modules.</p> <p>Student participation is monitored by instructional assistants projecting a dashboard in real time to show what students are working on and the number of lessons completed. Support is provided by instructional assistants to students who may need additional help completing assignments.</p> <p>The instructional assistants continue to progress monitor and assign lessons that are aligned with the teachers' lesson plans throughout the school year.</p> <p>In addition to the use of MobyMax, teachers and students are rostered into the CAASPP system in September. CAASPP Interim Training and access are provided to teachers in October on testing components, scoring, and data retrieval. The test is administered to students two weeks prior to each parent teacher conference during the</p>	<p>\$4,495</p> <p>4000's - \$1,000 5000's - \$3,495</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>months of October and March. The data results are used by the teachers to guide them in the planning and teaching of their lessons, and have a conversation with the parents regarding students' progress toward meeting grade level standards and any disparities between the report card grades and the assessment results.</p> <p>Students also receive practice of the CCSS through the lesson activities that are developed by teachers as a result of the data collected from the CAASPP Interim and CAST Practice assessments.</p> <p>In addition, every July, instructional assistants (IAs) complete a one-day training on assessment of students and entering of data into the Foundational Literacy and Numeracy Skills Data Sheet. In this training, IAs practice how to assess and record student progress toward mastery.</p> <p>Foundational skills baseline data for new students to YPSA starts the first day of school and lasts through the third week of school while intervention is implemented for returning students. Once data has been collected for new students, intervention begins. During intervention, students work 1-to-1 with IA's on the skills not mastered as identified in the baseline data.</p> <p>The IA's set daily goals with each student for the next session, and weekly goals every Thursday from 2:00-3:00 p.m. using the Goal Setting for Foundational Literacy and Numeracy Google sheet. As students master each skill, their progress is recorded and updated in the Foundational Literacy and Numeracy data sheet as indicated by the notation of a "M" for mastery.</p> <p>Lastly, an awards assembly is held to recognize students for their achievement in MobyMax, CAASPP Interim, CAST Practice, and foundational skills at the end of each trimester.</p> <p>Achievement award certificates are issued for the following categories:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Standards Met or Standards Exceeded in CAASPP Interim and CAST Practice</li> <li>Mastery of each area (Uppercase Letters, Lowercase Letters, Letter Sounds, Number Recognition, Addition Facts, Subtraction Facts, Multiplication Facts, Division Facts, 1,000 Fry's High Frequency Sight Words) of the foundational skills</li> <li>90% passage on MobyMax learning modules</li> </ul>		

**Goal Analysis for [2021-22]**

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

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

Tools, trainings, and support to teachers were provided, however, follow-up trainings on the use of tools and resources were only partially done. As such, the actions were not implemented at the level that was expected because there was not an accountability system to track teacher implementation, proficiency level, and support needed.

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

A material difference occurred as a result of a lack of knowledge and process to initiate the subject content professional development in ELA, ELD, Math, Social Studies, and Science to teachers. As such, this action will be carried out next school year with greater accountability for implementation.

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

Because there was not an accountability system to track teacher implementation, proficiency, and use of the tools, resources, and trainings, it is difficult to measure the effectiveness of each of the actions on making progress toward the goal.

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

There were no changes made to the goal. However, the number of metrics were increased from two to five to provide greater accountability, and the five actions were decreased to four with more clarity and focus for better alignment with the goal.

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

# Goal 5

Goal #	Description
5	<p>Increase grade level formative and benchmark academic achievement for TK-6 students meeting and exceeding grade level standards as follows:</p> <ul style="list-style-type: none"> <li>• NWEA               <ul style="list-style-type: none"> <li>○ 52% to 60% in NWEA ELA</li> <li>○ 39% to 60% in NWEA Math</li> </ul> </li> <li>• Teacher Formative/Criterion Reference               <ul style="list-style-type: none"> <li>○ ELA from 69% to 80%</li> <li>○ Math from 70% to 80%</li> <li>○ Social Science from 68% to 80%</li> <li>○ Science 50% to 80%</li> </ul> </li> <li>• HLD from 0% to 70%</li> <li>• Dance from 0% to 85%</li> <li>• Tae Kwon Do 0% to 85%</li> <li>• Foundational Skills               <ul style="list-style-type: none"> <li>○ 100% to 80% in Literacy</li> <li>○ 82% to 80% in Numeracy</li> </ul> </li> <li>• Lifelong Guidelines/LIFESKILLS from 0% to 65%</li> <li>• Moby Max               <ul style="list-style-type: none"> <li>○ 0% to 80% in Moby Max ELA</li> <li>○ 0% to 80% in Moby Max Math</li> </ul> </li> <li>• Readers by 3<sup>rd</sup> Grade from 42% to 100%</li> </ul> <p>Hire three Hmong Language Development teachers (HLD), three Movement teachers (Dance, Tae Kwon Do, PE), and 21 general education instructional assistants (IA). Train administrators and teachers to develop and implement standards-based assessments and purchase a school-wide data platform to manage formative and benchmark student achievement data for data collaborative inquiry work, develop ILPs to support students, create tutoring and enrichment programs to enhance student learning, and develop a program to recognize students and staff for their academic achievement as evidenced by training and collaboration agendas and sign-in sheets, purchase orders and invoices, ILPs developed for students in Tier 2 and 3, 1-1 tutoring and enrichment schedules, and recognition of students and staff for outstanding achievement. (State Priorities 2, 4, 7, and 8).</p>

An explanation of why the LEA has developed this goal.

The charter sets out to raise academic achievement for underserved students because, historically they have underperformed when compared to the general student population as measured by standardized assessments. As such, the 2020-25 charter petition promises to deliver high results in formative and benchmark assessment noted in this goal, that are correlated with results in the state summative assessment. To support this effort, YPSA also aims to develop 100% readers by 3<sup>rd</sup> grade.

The metrics that are defined provide greater accountability, and the actions are more focused to ensure better alignment with this goal. The metrics increased from two to eight, and the actions were reduced from seven to six through a process of recalibration to ensure alignment and coherence between the goals, metrics, and actions so that a comprehensive accountability system is in place for the upcoming school year to assist staff in accomplishing this goal.

The metrics and actions proposed for the upcoming school year provides greater step-by-step processes for completing each action. The clarity of these components provides the guidance needed to create accountability systems to ensure the actions are measured along the way toward the accomplishment of the goal.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Tool and Resource Inventory List (Purchase of a data management system) (Same as Goal 1)	0% purchased and distributed	0% purchased and distributed			100% resource material, and tools purchased and distributed
Active Employee Roster from Payroll System (Same as Goal 1,3 & 6)	100% Positions Filled	43% Positions Filled			100% Positions Filled
Professional Development Attendance Log (Same as Goal 4)	0% staff attendance	0% staff attendance			100% of staff attending professional development based on need

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Benchmark Data Results Classroom Observation Feedback Log (Same as Goal 4)	0% teacher implementation of lessons	0% teacher implementation of lessons			100% of teachers are implementing the lessons developed from the grade level collaboration planning session
YPSA Master Spreadsheet for Recording Standards-Based Formative and Benchmark Assessments	Baseline data for this metric is currently not available until June 2022	0% students meeting expectations for formative, benchmark, and Readers by 3 <sup>rd</sup> Grade expectations			100% of students are meeting the established outcomes of 80% for formative and 60% for benchmark assessments, and 100% Readers by 3 <sup>rd</sup> Grade expectations
ILP/SST Implementation Log for Tier 2 and 3 Students (Same as Goal 4)	0% students have ILP 100% of students have SST	100% students have ILP 100% of students have SST			100% of students needing ILP/SST are provided with ILP/SST
ELO Friday Tutoring & Enrichment Schedule and Class Rosters	0% of students receive Friday Tutoring 0% of students receive Enrichment	0% of students receive Friday Tutoring 0% of students receive Enrichment			100% of students who qualify for ELO tutoring and enrichment receive the services
Student and Staff Formative and Benchmark Academic Achievement Recognition Log	0% students received awards 0% staff received awards	0% students received awards 0% staff received awards			100% of students and staff receive at least one recognition in one of the categories.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.	Tools and Resources	<p>The support staff listed below are hired by July 1, and a contract for a data management system is secured by the end of July.</p> <p>Support staff are listed below:</p> <ol style="list-style-type: none"> <li>1. Three (3) HLD Teachers</li> <li>2. Three (3) Movement Teachers</li> <li>3. Twenty-one (21) General Education Instructional Assistants</li> </ol> <p>At the mandatory staff meeting in July, furniture, instructional materials, keys, resources, technology, training information and materials needed or required for teaching and learning are distributed to each staff member.</p> <p>In August and September, the school team collaborates with the data management system team to design the data charts to capture data for the following assessments:</p> <ul style="list-style-type: none"> <li>• NWEA</li> <li>• Teacher Formative/Criterion Reference (Teacher-created)</li> <li>• HLD</li> <li>• Dance</li> <li>• Tae Kwon Do</li> <li>• Foundational Skills</li> <li>• Lifelong Guidelines/LIFESKILLS</li> <li>• MobyMax</li> <li>• Readers by 3<sup>rd</sup> Grade</li> </ul> <p>In October, staff (Administrator, Core, HLD, Movement, IAs) receive training on how to enter information into the data management system using the available foundational skills data, followed by a training in November to learn how to read and understand the reports generated from the system.</p> <p>Beginning in January, teachers use the data reports generated from the data management system during grade level collaboration to set goals and design lesson plans to improve teaching and learning.</p>	<p>\$1,040,486</p> <p><i>1000's - \$131,634</i>  <i>2000's - \$672,039</i>  <i>3000's - \$203,843</i>  <i>5000's - \$32,970</i></p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Staff members who require additional training to operate the system to generate the data reports receive ongoing support from their direct supervisor as needed throughout the year.</p> <p>Contract renewal of the data management system in May is based on the evaluation of the effectiveness on how its data reports provide the information needed to support the staff in the development of their lesson plans for teaching and learning.</p>		
2.	Professional Development and Training for Administrators and Teachers	<p>Beginning in September, administrators and teachers receive professional development on how to develop and implement standards-based assessments to measure standards taught for each of the components in the <i>Scope and Sequence Conceptual Curriculum Map</i> throughout the school year.</p> <p>Between the daily 3:00-5:00 p.m. grade level collaboration time, teachers are expected to create standards-based assessments as one of their responsible duties. This task is expected to begin sometime in the middle part of September.</p> <p>The principal observes the development and implementation of the assessments to provide tailored feedback and coaching support to individual teachers as part of the continuous improvement process between the latter part of September through June.</p> <p>The data collected from this process are used in the Data Collaborative Inquiry Process by teachers to identify learning needs to determine what skills to teach or reteach to continuously move students toward standards mastery.</p> <p>When there is a gap between administrator's ability to provide feedback to assist teachers to design standards-based assessments, administrators receive knowledge and skills support from a consultant.</p>	<p>\$2,000</p> <p>5000's - \$2,000</p> <p><i>This work is done between 3-5 p.m., which is within the parameter of the teachers work hours as budgeted in Goal 1, Action 1 and Goal 5, Action 1</i></p>	Y
3.	Data Collaborative Inquiry Process	<p>Starting in September, teachers use the Data Collaborative Inquiry Process to analyze the foundational skills, Lifelong Guidelines/LIFESKILLS, and MobyMax reading and math data sets to</p>	<p>\$0</p> <p><i>This work is done between 3-5 p.m.,</i></p>	

Action #	Title	Description	Total Funds	Contributing
		<p>determine goals for assistants to work with individual students every week.</p> <p>In addition, teachers use the data to emphasize those same goals in their weekly lessons to ensure students are progressing towards meeting the established goals of 80% for foundational skills and MobyMax and 65% for Lifelong Guidelines/LIFESKILLS. The cycle for these schoolwide charter petition expectations continue throughout the year in this manner.</p> <p>Additional charter expectations such as teacher-created standards-based assessment data for Core, HLD, Dance, and Tae Kwon Do are analyzed for trends to be used to set goals for students and to develop learning activities by teachers into their daily and weekly lesson plans to ensure targeted instruction to move students towards achieving 80% in teacher created assessments, 70% in HLD, 80% in PE, and 85% in Dance and Tae Kwon Do.</p> <p>Beginning in November, <i>Reading Wonders Oral Reading Fluency Assessment</i> passages are administered to students in grades Kinder-3<sup>rd</sup> by their classroom teachers. The data from these assessments are used to set new incremental goals for students as they work toward grade level reading expectations. It is also used by teachers to gauge their students' progress toward 3<sup>rd</sup> grade reading ability and determine the reading skills needed to embed into their lesson plans to support students with their grade level reading abilities.</p> <p>Similarly, Kinder-2<sup>nd</sup> grade teachers are expected to administer the NWEA in October, March, and May to gather benchmark data to gauge students' current status in comparison to the charter petition's goal of 60% for ELA and Math. The data trends emerging from this assessment are used by grade level teachers through the Data Collaborative Inquiry Process to plan learning activities into their weekly lesson plans that help to move students toward mastering the standards.</p>	<p><i>which is within the parameter of the teachers work hours as budgeted in Goal 1, Action 1 and Goal 5, Action 1</i></p>	

Action #	Title	Description	Total Funds	Contributing
		The principal conducts bi-weekly walkthrough observations on the effectiveness of the teaching and learning from the lessons designed in the collaboration sessions and provide feedback to assist the teachers to continually make adjustments that influence student learning as a cycle of continuous improvement in the classroom.		
4.	ILP/SST Process	<p>As mentioned in Action 3, Goal 4, Individual Learning Plans (ILP) are developed and implemented for students at Tier 2 and 3, and Student Study Teams (SST) are implemented for students not meeting ILP goals.</p> <p>The data from the formative and benchmark assessments in this goal are also included in the ILP goal development, and to determine and employ the required intervention strategies that are utilized to assist students progressing toward exiting the ILP support plan.</p>	<p>\$0</p> <p><i>This work is done between 3-5 p.m., which is within the parameter of the teachers work hours as budgeted in Goal 1, Action 1</i></p>	Y
5.	ELO Friday Tutoring and Enrichment Program	<p>In October, instructors needed to run the programs are hired and trained.</p> <p>Beginning in November, students are invited to participate in either a tutoring or enrichment program.</p> <p>One hundred percent of the students identified in Tier 2 and Tier 3 according to the criteria for ILPs and/or unduplicated pupils, are invited to participate in a half-day tutoring program to occur on the non-instructional Fridays between November and June. This program is specifically designed to support students with their needs as they are making progress toward meeting the basic reading and math skills required to participate in the Tier 1 instructional program.</p> <p>At the same time, students outside of Tier 2 and Tier 3 and/or unduplicated pupils are also invited to participate in an enrichment program that includes photography, qeej, acting/drama, guitar, dance choreography, art/watercolor, and media production.</p>	<p>\$43,807</p> <p><i>1000's - \$7,200 2000's - \$25,200 3000's - \$3,407 4000's - \$8,000</i></p>	Y
6.	Student and Staff Recognition Program for	In August, the school convenes a committee to identify categories and criteria for recognizing students and staff who are excelling	<i>Associated Cost budgeted in Goal 4, Action 4</i>	Y

Action #	Title	Description	Total Funds	Contributing
	Outstanding Formative and Benchmark Assessment Results	<p>academically or demonstrating effort toward increasing student academic achievement as shown by the data analysis results from the formative and benchmark assessments.</p> <p>The students and staff demonstrating outstanding academic achievement performance are recognized in November, March and June.</p>		
7.	Transitional Kindergarten (TK) Program	<p>In July 2022 secure a TK teacher and instructional assistant (IA) to teach the TK program/expanded learning program that runs 8:00 a.m. – 2:00 p.m. from Monday-Thursday. Concurrently, the principal provides induction program to onboard the teacher and IA about the roles, responsibilities, support, and expectations required in the TK program.</p> <p>Sometime between August – October, enroll the TK teacher into a TK certification program with the Sacramento County Office of Education (SCOE).</p> <p>Ongoing support is provided by the principal to the TK team on lesson planning, teaching materials and resources, teaching strategies, assessment and data collecting, homeschool partnership, and essential strategies that help to align the TK program to the K-6 program.</p> <p>An evaluation of the effectiveness of the program is conducted through a survey to parents and the TK team in April to collect data for use to design and enhance the outgoing year's program.</p> <p>Finally, recruitment of this program begins in July for the 2022-23 school year and in January for the outgoing years.</p>	<p><i>Associated Cost budgeted in:</i> Goals 1, Action 1 Goals 4, Action 4</p>	Y

## **Goal Analysis for [2021-22]**

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

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

Actions showing substantive differences between planned actions and actual implementation were the following:

Core, HLD, and Movement teachers were supposed to have met for a minimum of 3-4 times from 3:00-5:00 p.m. in a collaborative effort to analyze data for trends to develop learning activities and embed them into their weekly lesson plans for implementation to improve student learning. Few collaboration sessions were held by several grade level teams throughout the school year. The meeting data, however, was not consistently recorded to determine the actual number of times grade levels were meeting.

While a master spreadsheet for recording formative and benchmark assessment results was created and implemented for core teachers, the same process was not completed for HLD and Movement.

In addition, one clerical support was supposed to have been hired to record formative and benchmark data into a formative and benchmark assessment spreadsheet, it did not happen. Instead, teachers entered their own data.

Three HLD teachers were supposed to have been hired and provided the tools and resources to carry out their duties. Only two were hired due to limited number of qualified teachers available in the state. Tools and resources were provided according to plan. Scheduled trimester data presentations to the Academy Council and the Board were supposed to have taken place every three months. Zero presentations took place.

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

There were material differences that occurred as a result of position vacancies which remained unfilled during the school year. The following actions did not occur due to the limited number of qualified teachers with the appropriate credential in the state and/or the lack of a robust recruitment strategy: 1) hiring of a clerical substitute to enter student data, 2) hiring of a third HLD teacher and 3) hiring of 3 remaining instructional assistant positions. Though these positions were not filled, stipends were provided to staff who supported classrooms with vacancies through the means of splitting classes.

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

The actions contributing to the realization of the goal for the hiring of three Movement teachers and 21 Instructional Assistants were effective. However, the actions toward grade level collaboration, use of the formative and benchmark assessment master spreadsheet, hiring of one clerical support staff, hiring of three HLD teachers, and the trimester reports to the Academy Council and the Board were ineffective because they were either partially implemented or needed additional development of accountability systems.

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

A slight change was made to the goal to include specific outcomes for each formative and benchmark assessments. The metrics increased from two to eight, and the actions were reduced from seven to six through a process of recalibration to ensure alignment and coherence between the goals, metrics, and actions so that a comprehensive accountability system is in place for the upcoming school year.

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

# Goal 6

Goal #	Description
6	Increase average daily attendance (ADA) from 90.69% to 98% by employing an attendance clerk, purchasing a student information system and School Messenger, providing staff and parent training on attendance process and procedures, and implementing an attendance recognition program as evidenced by appointment letters, purchase orders, invoices, training agendas and sign-in sheets, and attendance recognition recipient records. (State Priorities 3, 4, 5, 6, 7, 8).

An explanation of why the LEA has developed this goal.

First and foremost, the YPSA Charter Petition stipulates an average daily attendance of 98% as a goal that has a direct impact on LCFF funding, which is fundamentally important to the sustainability of school operations. The school’s current attendance is 89%, and there is a great need for that to increase. In addition, there is also a need for the school to increase its enrollment from the current 419 students to 480 or greater. Also, California Compulsory Education Law requires school aged children between the ages of 6 – 18 to attend school. Finally, we believe that students cannot learn if they are not in their classroom seats every day.

Moreover, the metrics and actions are distinctively aligned to one another in moving the school toward achieving its 98% targeted attendance goal, and the actions are prescribed with clear processes and procedures to guide administrators in leading the staff toward each action completion.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Active Employee Roster from Payroll System (Same as Goal 1,3 & 5)	100% Positions Filled	100% Positions Filled			100% Positions Filled
PowerSchool SIS and School Messenger Contracts	100% of PowerSchool SIS Contract and School Messenger secured.	100% of PowerSchool SIS and School Messenger contracts is secured.			100% of PowerSchool SIS and School Messenger contract secure

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Absence Parent Contact Log & Power School Teacher Daily Attendance Submission	0% staff executing the steps in the attendance process and procedures accurately	0% staff executing the steps in the attendance process and procedures accurately			100% of staff are trained and can execute the steps in the attendance process and procedures accurately
Power School Weekly Attendance Report	0% absence data is accurate	0% absence data is accurate			100% of absence verification forms matches student absences in Power School on weekly basis
Power School Monthly ADA/ADM by Grade Level	95.60% daily attendance achieved	90.69% daily attendance achieved			98% daily attendance accomplished

## Actions

Action #	Title	Description	Total Funds	Contributing
1.	Attendance Plan	<p>One attendance clerk is employed on or before July 1 and is provided professional development in <i>The Breakthrough Coach</i> and other trainings as required to perform the job during the school year.</p> <p>The Attendance Clerk is responsible for the general office duties including the review and update of daily student records, perfect attendance awards, assemblies, truancy letters, SART/SARB hearing coordination; and local, state, and federal reports.</p> <p>The PowerSchool Student Information System and Intrado Communications are secured and made available as the main tools for the attendance clerk to use for keeping track of student attendance records and sending communications to parents and staff.</p>	<p>\$61,131</p> <p>2000's - \$37,131 3000's - \$12,341 5000's - \$11,660</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>The PowerSchool system is used by teachers for taking daily attendance by 10:00 a.m. to ensure adequate time for an automated message to be sent home to alert parents of students who are absent by no later than 12:30 p.m.</p> <p>In addition, as one of the agenda items during the 3:00-5:00 p.m. grade level teacher collaboration meeting, teachers call parents of those students who are absent for the day to encourage daily student attendance, assist with the YPSA Parent/Guardian Absence Verification Form if it has not already been completed, share any information on loss of learning opportunities, and discuss how the learning can be made up.</p> <p>After three failed attempts, a home visit is conducted by the assistant principal and health services specialist to secure a completed absence verification form.</p> <p>School Attendance Review Team (SART) letters are sent to students with three unexcused absences at the school level. School Attendance Review Board (SARB) begins on the seventh unexcused absence at the Urban Charter Schools Collective (UCSC) level to design an agreement contract to address the student's truancy.</p>		
2.	Attendance Recognition Program	<p>At the beginning of the school year, during the back-to-school night event, each teacher informs his/her parents about the attendance recognition program and criteria for receiving the award every month throughout the year. Information for this award is also sent home and posted on the website and social media for parents who are not present at back-to-school night to keep them updated.</p> <p>Perfect attendance recognition certificates needed to support this program are purchased in August.</p> <p>The first recognition for students receiving 98% or higher school perfect attendance for the month begins the first week of September. The same recognition repeats every month throughout the school year ending on June 30.</p>	<p>\$500</p> <p>Object Code(s): \$1,000– 4000</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Parents of students who receive this recognition also receive a signed commendation letter from the principal or designee acknowledging their student's efforts to achieving the recognition status prior to the classroom recognition celebration. It also serves as an invitation for the parents to be present and witness their child's acceptance of the award from the principal or assistant principal and teacher, in the classroom. A photograph of the student is taken during the recognition ceremony and posted on the <i>YPSA Perfect Attendance Wall of Fame</i> in the cafeteria, website, and Facebook page.</p> <p>Repeated recipient of this recognition receives a star on his/her photo that is already posted on the wall of fame. Each student can potentially receive up to 10 stars. Students receiving 10 stars are entered into a drawing to win a Meta Quest 2 Oculus on the last week of school in June.</p>		

**Goal Analysis for [2021-22]**

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

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

Monthly celebration, certificates, and medals to recognize students for perfect attendance and achievement were planned. Zero percent achievement was obtained for this planned action.

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

A material difference occurred because awards assemblies did not take. As such the budget that was set aside for the purchasing of awards certificate and medals did not get expensed.

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

Though four of the five planned actions were completed, they did not contribute to an increase in student attendance as expected. Instead, attendance decreased by 7.3% from the targeted 98%. The onsite and at-home positive COVID-19 cases during the school year may have largely contributed to the decrease in in-person attendance, which negatively affected the ADA percentage. In addition, awards recognition

ceremonies did not take place because of the lack of accountability and follow through by school site administrators. As such, students' lower motivation to attend school in-person may be the effect of it.

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

The goal remains the same, but the metrics and actions have changed. The metrics increased from one to five and are more specific in measuring the action completion that are contributing to realization of the goal. For example, the action of teachers calling home to provide assistance to the parents in completing the *YPSA Absence Verification Form* now has a greater alignment to the *metric measuring a one-to-one matching of the verification forms and the absences recorded in Power School* in moving the school toward the attainment of 98% ADA.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$493,132	\$0.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.12%	0.00%	\$0.00	13.12%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

Foster youths are identified through the enrollment documentation or by the parent, classroom teacher, or school administrator any time during the students' attendance at the school. Following the identification process, a foster youth is forwarded to the SST team for evaluation of his/her needs. The needs are written into a plan of action that gets implemented at the school by the classroom teachers, school administrators, and support staff for a period of 6-8 weeks. At the end of the implementation cycle, the team reconvenes to evaluate the effectiveness of the plan and makes any adjustments that are needed to enhance the level of support provided to the youth in a follow-up cycle. This process continues for the duration of the child's enrollment at the school.

The actions are considered effective in supporting the growth of foster youths at the school. The identification and evaluation process helps to identify the needs and support systems that include additional specific supports beyond the actions in the LCAP to remedy the emotional, physical, and educational needs of foster youths to be successful.

English learners are identified through the home language survey questions in the enrollment registration form/packet or through teacher showing evidence of the student's ability to follow directions to complete assignments using another language (student's other language other

than English) other than English. Students in one of these situations receive an initial ELPAC test to determine their English language proficiency levels.

The language level is communicated to the classroom teachers to be used as a source to determine the strategies needed for assisting the students to access the curriculum in the classroom. In addition, student services are reevaluated using the results from the annual *Summative ELPAC* assessment to continually improve the strategies used to ensure they are successful. Students receiving ELD support but continue to underperform go through the SST process to identify additional support that is beyond their English language needs. When unsuccessful, the students are advanced to the next level of support in the school's special education program.

The strategies are believed to be effective at providing support to ensure English learners are successful at the school by always providing them new ways to gain access to the content and growth in their academic knowledge and skills.

Low-income students are identified through the alternative household income verification form collected annually during the first week of school or at the time of registration. Identified students' academic achievement are monitored to ensure tools and resources such as tutoring, technology, and content support are continually provided to assist them in their progression toward meeting grade level standards. Tier 2 and Tier 3 targeted support are also provided to students through the Individual Learning Plan (ILP) and SST processes. The cycle of support in these tiers continue for the students throughout their enrollment at the school.

The strategies are believed to be effective to ensure low-income students are successful. Specifically, the ongoing academic achievement monitoring process and the ILP & SST processes are additional enhancements of a wrap-around support system the school believes can help students meet grade level expectations.

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

The development and implementation of services for foster youths, English learners, and low-income students have improved to include clearly identified processes and procedures to assist staff. For example, foster youths receive SST upon identification to determine additional resources that they need to be successful in the classroom whereas general education students do not automatically get forwarded to SST for the same purpose until educational data has been collected for some time. English learners receive additional questions and support from the teachers during instruction via an integrated ELD program such as tailored questions and cues to support the students in the access of content at their English language development levels. Finally low-income students are equipped with additional tools and resources whereas regular general education students do not have that same privilege.

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

Additional concentration grant is used to employ a health services specialist, supported by a licensed nurse consultant, who administers services to these students daily. Also, technology devices are available for students to check out to be used at home. Additional services that are not available at the school for supporting student success can be provided by educational contractors. The contractors can either provide the services, in-person, at the school, or at an off-campus office.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:18
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:18

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,758,135	\$ 493,132	13.12%	0.00%	13.12%	\$ 3,865,912	0.00%	102.87%	<b>Total:</b>	\$ 3,865,912
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 3,865,912

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services
1	1	Teacher Employment and Assignment	Yes	Schoolwide	All	School	\$ 2,075,804	0.00%
1	2	Knowledge of the Charter Petition	Yes	Schoolwide	All	School	\$ 30,739	0.00%
1	3	Tools and Resources	Yes	Schoolwide	All	School	\$ 865,229	0.00%
2	1	Scope and Sequence Conceptual Curricula	Yes	Schoolwide	All	School	\$ -	0.00%
2	2	Technology Instructional Materials Distribution	Yes	Schoolwide	All	School	\$ 136,662	0.00%
3	1	Facility Maintenance Plan	Yes	Schoolwide	All	School	\$ 121,222	0.00%
3	2	Health and Safety Plan	Yes	Schoolwide	All	School	\$ 66,537	0.00%
4	1	Data Collaborative Inquiry Process	Yes	Schoolwide	All	School	\$ 6,836	0.00%
4	2	Subject Content Professional Development	Yes	Schoolwide	All	School	\$ -	0.00%
4	3	ILP/SST Process	Yes	Schoolwide	All	School	\$ -	0.00%
4	4	Common Core State Standard Practice	Yes	Schoolwide	All	School	\$ 4,495	0.00%
5	1	Tools and Resources	Yes	Schoolwide	All	School	\$ 450,950	0.00%
5	2	Professional Development and Training for	Yes	Schoolwide	All	School	\$ 2,000	0.00%
5	3	Data Collaborative Inquiry Process	Yes	Schoolwide	All	School	\$ -	0.00%
5	4	ILP/SST Process	Yes	Schoolwide	All	School	\$ -	0.00%
5	5	ELO Friday Tutoring and Enrichment Program	Yes	Schoolwide	All	School	\$ 43,807	0.00%
5	6	Student and Staff Recognition Program for	Yes	Schoolwide	All	School	\$ -	0.00%
5	7	Transitional Kindergarten (TK) Program	Yes	Schoolwide	All	School	\$ -	0.00%
6	1	Attendance Plan	Yes	Schoolwide	All	School	\$ 61,131	0.00%
6	2	Attendance Recognition Program	Yes	Schoolwide	All	School	\$ 500	0.00%

## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,865,912	\$ 331,762	\$ -	\$ 751,286	4,948,960	\$ 4,323,623	\$ 625,337

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Employment and Assignment	All	\$ 2,075,804	\$ -	\$ -	\$ -	\$ 2,075,804
1	2	Knowledge of the Charter Petition	All	\$ 30,739	\$ -	\$ -	\$ 13,557	\$ 44,296
1	3	Tools and Resources	All	\$ 865,229	\$ 331,762	\$ -	\$ -	\$ 1,196,991
2	1	Scope and Sequence Conceptual Curriculum Map	All	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,000
2	2	Technology Instructional Materials Distribution Plan	All	\$ 136,662	\$ -	\$ -	\$ -	\$ 136,662
3	1	Facility Maintenance Plan	All	\$ 121,222	\$ -	\$ -	\$ -	\$ 121,222
3	2	Health and Safety Plan	All	\$ 66,537	\$ -	\$ -	\$ 74,193	\$ 140,730
4	1	Data Collaborative Inquiry Process	All	\$ 6,836	\$ -	\$ -	\$ -	\$ 6,836
4	2	Subject Content Professional Development and Training for Teachers	All	\$ -	\$ -	\$ -	\$ 34,000	\$ 34,000
4	3	ILP/SST Process	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Common Core State Standard Practice	All	\$ 4,495	\$ -	\$ -	\$ -	\$ 4,495
5	1	Tools and Resources	All	\$ 450,950	\$ -	\$ -	\$ 589,536	\$ 1,040,486
5	2	Professional Development and Training for Administrators and Teachers	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
5	3	Data Collaborative Inquiry Process	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	4	ILP/SST Process	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	5	ELO Friday Tutoring and Enrichment Program	All	\$ 43,807	\$ -	\$ -	\$ -	\$ 43,807
5	6	Student and Staff Recognition Program for Outstanding Formative and Benchmark	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	7	Transitional Kindergarten (TK) Program	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	1	Attendance Plan	All	\$ 61,131	\$ -	\$ -	\$ -	\$ 61,131
6	2	Attendance rRecognition Program	All	\$ 500	\$ -	\$ -	\$ -	\$ 500

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

## Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

# Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

### **Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).