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	vince-xiong@urbancsc.org / 916-433-5057

Plan Summary [2021 – 2022]

General Information

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

Yav Pem Suab Academy (YPSA) is an independent charter school with 466 students enrolled in kindergarten through sixth grade. Out of the 466 students, 70% are Asian, 5% Black or African American, 17% Hispanic or Latino, 2% White, and 5% with two or more race.

There is a 24 to 1, student to teacher ratio in every classroom, which makes teaching and learning more manageable.

Students come to school Monday to Thursday, 8:00 AM – 5:00 PM. Within this schedule, core content subjects are taught between 8:00 – 3:00, with one hour of Hmong Language Development (HLD) or Movement (Dance, Tae Kwon Do (TKD), Physical Education (PE)). General education teachers receive one hour within this timeframe to prep or collaborate with their grade level teams.   Also, in the 8:00 – 3:00 schedule, a team of six instructional aides provide 1-1 support to students who have not yet mastered their foundational literacy and/or numeracy skills.

Then, from 3:00 – 5:00 PM, students participate in extended learning of the Common Core State Standards through the adaptive web-based program, MobyMax. Lessons are assigned and supervised by Achievement through Technology (ATT) supervisors. Students practice lessons assigned in MobyMax that are specifically aligned to the standards that are being taught by their general education teachers.

While students participate in learning activities, general education teachers continue their work with professional development, lesson planning, and collaboration with their grade level teams and administrators using the data collaborative inquiry and the 4 Rs process during this time.

YPSA uses the Highly Effective Teaching (HET) model, where teachers teach the Common Core State Standards through conceptual planning and integration of subject matter. Learning activities, being-there experiences, social political action projects, and unit celebrations are designed to support student learning and mastery of the state standards.

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Reflections: Successes

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

The review and analysis of the Dashboard, along with local data, shows that the school is moving in the right direction with implementation of state academic standards as shown on the 2019 CAASPP and the California School Dashboard. The indicators on the Dashboard show that for chronic absenteeism, YPSA received Blue, suspension rate – Blue, ELA – Green, and Math – Orange.

For local data, the Northwest Evaluation Association (NWEA) assessment was used. The test was administered in the fall and winter. However, it was not administered in the spring because of the COVID-19 school closure. Accordingly, more that 50% of students in kindergarten through 2nd grade performed above the average.

Low-income students and English learners have been provided 1-1 instructional support on foundational literacy and numeracy skills. This support is being provided by instructional aides. Daily 1-1 interventions are recorded on a progress monitoring tool. Based on the review of the progress monitoring tool, all student groups show an increase in their literacy and numeracy skills.

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.

Based on the review of the California School Dashboard, YPSA was in the orange performance category in mathematics. There is a need to provide teachers training on the data collaborative inquiry process and the 4Rs to be used to support planning and instruction aligned to mathematical standards. In order to participate in the data collaborative inquiry and 4Rs process, a data progress monitoring system will be used to collect achievement data. This data will be used to revise existing plans and strategies for teaching and learning. Differentiated teaching will be specific to student subgroups such as English Learners and Students with Disabilities.

Training of the Common Core Standards mathematical practice will be provided to teachers to have consistent understanding of grade level expectations. This knowledge will be used to revise grade level curriculum maps to include teacher created assessments and materials to support student achievement in mathematics.

There is a need to break down students by subgroups and to determine the level of support needed for each subgroup. There is a need to channel targeted support to mitigate any learning loss and accelerate learning to decrease the learning gap.

After a review of the 2019-2020 LCAP, it was evident that the goals identified were not aligned to the outcomes of the school in regard to student achievement in ELA, Mathematics, Science, Social Studies, and other programs. As such, in the 2021-2022 LCAP, focus goals have been concentrated around student achievement and alignment to the charter petition. A plan with steps to accomplish each of the actions provided in the LCAP has been developed and will be implemented in the 2021-2022 school year.

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LCAP Highlights

The 2021-2024 LCAP is focused on student achievement and aligned to the goals and outcomes of the 2020-2025 YPSA charter petition. This year's LCAP includes six goals that are specific to what the school will do to achieve those goals and desired outcomes.

To support the accomplishment of these goals, teachers will implement the HET model and plan their instruction using the HET thematic planning guide that includes their concept, being-there experience, key points, standards, assessments, social action projects, and end of unit celebrations. Teachers and support staff members will use the data collaborative inquiry and the 4Rs process, as identified in the charter petition, to review student data, reflect on practices, identify learning gaps, and develop instructional plans to close the learning gaps.

This year's LCAP also includes administrators, teachers, staff members, and consultants working together through professional development, training, and coaching to make sure there is full understanding of the actions and services to meet the established goals. In addition, UCSC Board members and Academy Council members will participate in governance and policy trainings that are provided by the California Charter Schools Association and other Agencies to better understand how to better support the school.

Because of the COVID-19 pandemic, learning loss for students have been captured in the Annual Update for the 2019-2020 LCAP and the Annual Update for the 2020-2021 Learning Continuity and Attendance Plan. Teacher documentations of student participation through the requirements of SB98 also show the negative impact of COVID on student learning. To further mitigate any learning loss, an additional fifteen instructional aides will be hired to provide foundational skills to support any student who is not performing at grade level and to support the goal of having every student reading by third grade.

In addition, since YPSA will be transitioning to the El Dorado Charter SELPA, three special education professionals will be hired to provide support services to students with IEPs and students who may be borderline for special education services.

With more focused analysis, planning, and delivery of instruction, YPSA believes more student will move towards meeting or exceeding grade level standards.

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

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

Support for Identified Schools

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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

Stakeholder Engagement

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

Parent, student, and staff engagement and input are essential to the development of the LCAP. As such, the follow stakeholder input sessions have been scheduled to share data and gather feedback from different stakeholders:

February 24, 2021   5:30 – 7:00 PM

The purpose of this LCAP stakeholder input session is to share the current teaching and learning status at YPSA, the services and student achievement data, the LCAP development process, and to invite stakeholder input for the development of the 2021-2022 LCAP.

Achievement data for ELA and Mathematic was presented with upcoming school goals, based on the projections in the YPSA charter petition. Input from participants were gathered.

March 2, 2021   5:30 – 7:30 PM

LCAP Stakeholder Input Session and development timeline was presented and shared with members of the Academy Council.

March 17, 2021   5:30 – 7:00 PM

A review of the first LCAP stakeholder input session was provided. The goals and activities from the 2019-2020 LCAP, the charter petition, and the strategic plan were put together and placed side by side with actions, services, and expenditures. Updates were provided to stakeholders, and input was provided to keep, change, add or eliminate the action or service depending on the impact it had on the goal.

Input from participants were gathered and added to the development of the 2021-2022 LCAP.

April 6, 2021   5:30 – 7:30 PM

LCAP development update was provided to the Academy Council. Academy Council continues to work on the 2021-2022 LCAP.

April 12, 2021   6:00 – 9:00 PM

UCSC Board receives update on the development of the 2021-2022 LCAP.

April 14, 2021   5:30 – 7:00 PM

LCAP Stakeholder Input Session three was conducted. The input that was gathered from session one and two were included and shared with participants.

May 4, 2021   5:30 – 7:30 PM

LCAP development updates were provided to the Academy Council.

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May 17 – 20, 2021   **2:00 – 5:00 PM**

Members of Academy Council worked on identifying steps needed for each action or service and to identify expenditures to support the action or service.

May 25, 2021   **5:30 – 7:30 PM**

A final draft of the 2021-2022 LCAP was presented to Academy Council for additional feedback.

June 10, 2021   **5:30 – 7:30 PM**

Members of the Academy Council conducts public meeting and approved the LCAP and operating budget.

June 14, 2021   **6:00 – 9:00 PM**

A presentation of the draft 2021-2022 LCAP is presented to the UCSC Board for review.

June 21, 2021   **6:00 – 7:30 PM**

A presentation of the 2021-2022 LCAP is presented to the UCSC Board for public hearing.

June 28, 2021   **6:00 – 9:00 PM**

A presentation of the 2021-2022 LCAP is present to the UCSC Board for approval.

A summary of the feedback provided by specific stakeholder groups.

As a result of the stakeholder input sessions, actions and services captured in the 2019-2020 LCAP and the upcoming 2021-2022 LCAP that was no longer needed were deleted. Just as important, actions and services that needed to continue were kept, and those that needed to be added were included. Three big items that were included as a result of the stakeholder input sessions were the need to provide better services to students with disabilities, update technology devices, and the need to promote reading.

The goals and student outcomes will be aligned to those that have been identified in the charter petition.

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

Consequently, and because YPSA will be transitioning to a different SELPA, job descriptions for a special education director, a RSP teacher, and a Speech Pathologist were included in the development of the 2021-2022 LCAP. Resources, materials, and training were also included to support an increase in services to students with disabilities.

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A research in accelerated reader was conducted, along with training and implementation to promote reading, reading fluency, and reading comprehension. This action was also included in the 2021-2022 LCAP.

Goals and Actions

Goal

Goal #	Description
1	All credentialed general and special education teachers will understand the YPSA charter petition and be able to implement the strategies to obtain its outcomes, goals, and objectives (State Priorities 1, 2, 4, 8).

An explanation of why the LEA has developed this goal.

Quality teaching and learning set the foundation for academic discourse and growth. As such, in the YPSA Charter petition, it calls for teachers to have mastery of knowledge and skills in the Highly Effective Teaching (HET) model for effective planning and delivery of lessons. The HET model includes three big areas: Biology of Learning, Instructional Strategies, and Conceptual Curriculum. The infused 8-step lesson plan process is used to support planning, teaching, and learning. In addition, teachers use the data collaborative inquiry process to review student data and come up with next steps. Students need their teachers to be competent in the delivery of the educational program at YPSA.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Credential Status Worksheet	100% of teachers maintain appropriate credential.				100% of teachers hold a valid CA credential.
HET Teacher Mastery Survey	26% or 5/21 of teachers rated themselves at Level 4 = Implemented and Able to Teach Someone Else.				100% of teachers will achieve Level 4.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HET Conceptual Curriculum Implementation Survey	14% or 3/21 of teachers are able to demonstrate knowledge and competency in the development of the HET Conceptual Curriculum.				100% of teachers will be able to plan and develop their curriculum using the conceptual curriculum planning guide.
8 Step Lesson Plan Template Rubric	70% of teachers have demonstrated knowledge and ability to teach following the 8-step lesson plan process.				100% of teshers will master the 8-step lesson plan process.
Data Collaborative Inquiry Rubric	0% of teachers are able to assess, plan, act and reflect using the data collaborative inquiry process.				100% of teachers will be able to master the data collaborative inquiry process.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Assignment	Under the direction of a site principal, teachers plan, implement, monitor, and assess a classroom's instructional program for consistency with the charter petition goals, local site goals and specific objectives based on assessment of student needs. Employ 21 California credentialed teachers, appropriately assign them to their credential designation, and provided the tools and resources needed to design and implement engaging instructions that lead to English language fluency and academic success at YPSA by July 2021 and every July thereafter.	$2,115,100 Object Code(s): $1,519,172 - 1000 $499,944 - 3000 $95,984 - 4000	Y

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Action #	Title	Description	Total Funds	Contributing
2	HET Teacher Coaching & Support Cycle	Using the Data Collaborative Inquiry Process, administrators will gather data on teacher's ability to implement the HET Conceptual Curriculum. Trends for data analysis are used to plan the coaching and support provided to teachers, individually or in groups, on a weekly basis by administrators and/or HET expert/consultant. (B, C) Therefore, a certified HET consultant will be secured and begin coaching support to administrators and teachers by September 2021.	$15,000 Object Code(s): $15,000 - 5000	Y
3	Conceptual Curriculum Training	A training module provided to staff, schoolwide, grade level, and individually, that uses the HET Thematic Planning Guide to integrate ELA, Math, Social Science and Science subject matters based on big idea (concept), inclusive of being-there experiences, immersion walls, key points, standards, skills, social action projects, and assessments so that teachers can build their curriculum maps for the year. Schoolwide training is provided at the beginning of the year, followed by grade level training at Trimester two and three, with individualized support throughout the year. To realize this objective a certified HET consultant will be secured to begin schoolwide HET training in July 2021. A HET model teaching week will be provided to new teachers and interested veteran teachers by July 2022.	$31,500 FY 2021-2022 Object Code(s): $4,500 - 5000 FY 2022-2023 Object Code(s): $27,000 - 5000	Y
4	MARC	Meaningful Content, Absence of Threat, Reflection Opportunity, and Context (MARC) and is a set of criteria teachers use for planning and delivery of each 8-Step lesson plan as part of the schoolwide expectation. Schoolwide trainings on the use of the application of MARC begins August 2021 and subsequently followed by ongoing support provided to teachers by school administrators monthly throughout the school year.	Associated cost captured in Goal 1, Action 1	Y

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Action #	Title	Description	Total Funds	Contributing
5	Individual Learning Plan (ILP)	Individual Learning Plan (ILP) is a tool used at the school to set goals to help increase the student's learning and behavior towards meeting grade level standards. Student needs, strategies, and intervention support are identified to be implemented by the teacher, parent, and student within a timeframe of 6-8 weeks. Schoolwide trainings on the use of the application of ILP begins August 2021 and subsequently followed by ongoing support provided to teachers by school administrators monthly throughout the school year. Due to the significant impact of the ILP on student learning, training on the application of the ILP will be provided to teachers on or before August and on-going support will be provided to teachers by school administrators throughout the school year.	Associated cost captured in Goal 1, Action 1	Y
6	8-Step Lesson Planning	The 8-step lesson is a schoolwide instructional delivery approach developed by Madeline Hunter. It infuses body-brain elements and sensory inputs by Susan Kovalik and Karen Olsen, multiple intelligence by Howard Gardner, and MARC designed by the YPSA staff to facilitate student understanding of the standards and skills taught in the classroom. Similarly, to the training for MARC and ILP, the 8-step lesson plan delivery process is a crucial component of the Data Collaborative Inquiry process that is used by teachers to delivery of content standards. As such, training is provided to new teachers on or before August and ongoing support is provided to both new and veteran teachers throughout each school year.	Associated cost captured in Goal 1, Action 1	Y
7	Data Collaborative Inquiry	Data Collaborative Inquiry process is a continuous improvement cycle inclusive of four-steps beginning with assessing students for baseline data, planning next steps in teaching, implementing the plan, and reflecting on the effectiveness of the plan. Teachers use this process during grade level collaboration to improve teaching and learning in the classroom. This training is offered to teachers on or before August of each school year and support is provided to teachers and staff throughout the school year on an individual or group basis.	Associated cost captured in Goal 1, Action 1	Y

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Action #	Title	Description	Total Funds	Contributing
8	The 4 Rs	The 4 Rs is another 4-step process used during grade level collaboration or individual teacher support sessions, inclusive of *Recalling* policies, practices, and strategies, *Researching* the data results for student achievement, *Reflecting* on the alignment or misalignment between data from the Recalling and Research steps, and *Responding* with appropriately aligned best practices to address any discrepancies in the way of students achieving grade level expectations. This training is also offered to teachers on or before August of each school year and support is provided to teachers and staff throughout the school year on an individual or group basis.	Associated cost captured in Goal 1, Action 1	Y
9	Principal	The principal is the educational leader of the school and will ensure the curricula are implemented to maximize student learning experiences. The principal reports directly to the superintendent and is responsible for the supervision of all employees within the school and the orderly operation of the school. As such a principal is employed on or before July of every school year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year.	$146,354 Object Code(s): $115,769 - 1000 $21,287 - 3000 $9,298 - 5000	Y
10	Assistant Principal	The assistant principal works with the principal to support staff in providing leadership at the school site and supports the instructional programs. An assistant principal is employed to provide support to the principal on or before July every school year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year.	$104,967 Object Code(s): $81,608 - 1000 $15,011 - 3000 $8,348 - 5000	Y

Action #	Title	Description	Total Funds	Contributing
11	Special Education Director	The Special Education Director reports directly to the Superintendent and plans, coordinates, and administers the special education instructional and student services programs maintained by and operated at YPSA, and provides technical assistance, plan development and overall program coordination for pupil personnel services in the areas of school psychology, RSP, Speech and other special education needs as assigned. In addition, the special education director is responsible for completing associated reports mandated by the state and federal agencies. A special education director is employed and provided the training, tools and resources needed to design, develop, and implement, and monitor the special education program and services at YPSA by July 2021 and every July thereafter.	$160,594 Object Code(s): $105,939 - 1000 $39,988 – 3000 $10,000 - 4000 $4,667 - 5000	Y
12	Resource Specialist Program (RSP) Teacher	The Resource Specialist Program Teacher, under the direction of the Special Education Director or designee provides direct instruction and coordinates the instructional program services for students with disabilities enrolled at YPSA. A RSP teacher is employed and provided the training, tools and resources and training needed to manage and provide special education services requirement per the IEP goals of each student by July 2021 and every July thereafter.	$118,632 Object Code(s): $70,472 - 1000 $33,493 – 3000 $10,000 - 4000 $4,667 - 5000	Y
13	Speech Pathologist	The Speech Pathologist, under the direction of the Special Education Director or designee identifies and remediates communication disorders of students with IEP's enrolled at YPSA. A Speech Pathologist is employed and provided the trainings, tools and resources needed to manage and provide special education services as specified in the IEP's of each student by July 2021 and every July thereafter.	$125,544 Object Code(s): $76,312 - 1000 $34,566 – 3000 $10,000 - 4000 $4,667 - 5000	Y

Action #	Title	Description	Total Funds	Contributing
14	Admin Senior Clerk	The admin senior clerk under the direction of the assigned supervisor, perform a wide variety of technical and complex clerical functions including typing, data entry and other general office duties to support the teaching and learning of the school. One admin senior clerk will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school.	$56,554 Object Code(s): $40,190 - 2000 $15,016 – 3000 $500 - 4000 $848 - 5000	Y
15	Superintendent	The Superintendent is responsible for the development of the vision, mission, and direction of the school, management of the leadership team as well as the development of the capacity of each leadership team members (principal, assistant principal, special education director, and chief financial officer), growth and sustainment of the school and the organization, work with the UCSC Board and responsible for the accountability of the success of YPSA and the entirety of the organization, and involvement in the community engagement pertinent to the realization of the vision and mission. A Superintendent will be employed by the UCSC Board on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year.	$188,630 Object Code(s): $154,545 - 0000 $28,410 – 3000 $5,675 - 5000	Y
16	Chief Financial Officer	The Chief Financial Officer (CFO) under the direction of the Superintendent, manages and oversee human resources, policies, finance, payroll, and legal matters. identifies and projects anticipated revenue, develops a budget to support the educational program, accounts for every cent spent, and ensures it is spent legally to support the operations of the school. A CFO will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school.	$143,505 Object Code(s): $106,080 - 2000 $34,099 – 3000 $500 - 4000 $2,826 - 5000	Y

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Action #	Title	Description	Total Funds	Contributing
17	Administrative Secretary	The administrative secretary under the direction of the assigned administrator, perform complex and highly specialized secretarial and administrative support duties to support the operations of the school. One administrative secretary clerk will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school.	$52,324 Object Code(s): $42,485- 2000 $8,491– 3000 $500 - 4000 $848 - 5000	Y
18	New Teacher Induction Program	A teacher induction program implemented by the school to assist new teachers to clear their preliminary teaching credential. Secure an induction program, site coordinator, and mentor teachers to provide induction support to five new teachers by August 2021.	$21,783.96 Object Code(s): $10,800 – 1000 $1,984 - 3000 $9,000 - 5000	Y
19	Head Teacher	A head teacher is a CA credentialed teacher with the aspiration to gain experience in school leadership who fills in for administrators in their absences as needed throughout the school year, who could potentially fill in for site administrators as part of the succession plan. All cleared credential teachers are invited to participate in the application, interview, and selection process with the school administrators on or before August 2021.	$1,421 Object Code(s): $1,200 - 1000 $221 - 3000	Y
20	Administrator and Governance Leadership Training	Organizational and school leadership training. A series of targeted leadership training for UCSC and YPSA administrators and governance team members to effectively lead the organization and the school in these changing times to promote the continuous improvement in the teaching and learning of students. 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.	$13,461 Object Code(s): $13,461- 5000	Y

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Goal Analysis [2019-2020]

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

An explanation of how effective the specific actions were in 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.

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

Goal #	Description
2	Students will have access to California standards-aligned instructional materials in general education, HLD, and Movement by the first day of attendance (State Priorities 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

At YPSA, we believe in our mission to grow underserved students to become high-performing individuals so that they can demonstrate proficiency in the content subject areas by the time they leave sixth grade. Ensuring that every student has his/her CA standards-aligned instructional materials on the first day of attendance, we continue to honor and promote the expectation of making every instructional minute count.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scope and Sequence Conceptual Binder Completion Rate (A)	100% of teachers have a three-year old curriculum map and two-year old binder.				100% of teachers curriculum maps are ready for use by August 2021. Revised maps are completed by June 2022.
iPad Device Assignment (B)	100% of K-2 students have an assigned iPad.				100% of students are assigned a devices less than 3 years old by July 26, 2021 or by the first day of attendance for new students.
Laptop Device Assignment (C)	100% of 3-6 students have an assigned laptop.				100% of students are assigned a devices less than 3 years old by July 26, 2021, or by the first day of attendance for new students.
Being-there Experience Log (D)	0% of being-there experiences were not conducted				100% of being-there experiences conducted June 2022.
Subscription & Purchasing Log (E)	100% of students have access to their grade level online subscriptions.				100% of students have access to grade level on-line subscriptions and materials by September 2021.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Scope and Sequence Conceptual Curriculum Map	A scope and sequence conceptual curriculum map is a tool that consolidate components such as being-there experiences, concepts, key points, resources and materials, common core state standards and ELD content standards, Social Studies, Science Content Standards, Social Action Project, and assessments. It also includes Lifelong Guidelines and LIFESKILLED outcomes from the HET model. These components, when integrated together, create thematic units that make up the scope and sequence conceptual curriculum map used between August-June of every year, and every classroom. Therefore, every teacher must have a grade level scope and sequence conceptual curriculum map on or before day one of instruction, of every school year.	Associated cost captured in Goal 1, Action 1	Y

Action #	Title	Description	Total Funds	Contributing
2	iPad Device Assignment Program (B)	Through the iPad device assignment program, each student in K-2 receives an iPad to be used for accessing the standards within the learning activities teachers designed in their scope and sequence conceptual curriculum maps. Learning activities in the content areas include links to teacher created videos or videos found online and assignments on Google applications, Seesaw, and Quizlet. These are accessible through the Zoom and Google Classroom platforms. In addition, these devices can be used for distance learning whenever applicable. Students also use iPads complete their assessments in ELPAC, NWEA, MobyMax, and teacher created tests. As such every student in grades K-2 will receive an iPad on July 26, 2021 or by their first day of attendance. 72 iPads purchased in July of 2014 iPads in the kindergarten grade level will be replace with new iPads on or before October 2021. Due to the multitude of added technology software needed to operate these devices in order to access standards aligned instructional materials, a mobile device management system will be purchased to streamline and push out software updates, track and monitor, and troubleshoot devices remotely. This will decrease the interruption of access to learning for students and will be implemented by November 2021.	$49,782.70 Object Code(s): $32,000 - 4000 $17,783 - 5000	Y

Action #	Title	Description	Total Funds	Contributing
3	Laptop Device Assignment Program (C)	Through the laptop device assignment program, each student in grades 3-6 receives a laptop to be used for accessing the standards within the learning activities teachers designed in their scope and sequence conceptual curriculum maps. Learning activities in the content areas include links to teacher created videos or videos found online and assignments on Google applications, Nearpod, Khan Academy, Prodigy, BrainPOP, Studies Weekly, Teach TCI, projects and presentations. These are accessible through the Zoom and Google Classroom platforms. In addition, these devices can be used for distance learning whenever applicable. Students also use laptop to complete their assessments in ELPAC, CAASPP, CAST, Moby Max, and teacher created tests. As such every student in grades 3-6 will receive a laptop on July 26, 2021 or by their first day of attendance. Due to the multitude of added technology software needed to operate these devices in order to access standards aligned instructional materials, a mobile device management system will be purchased to streamline and push out software updates, track and monitor, and troubleshoot devices remotely. This will decrease the interruption of access to learning for students and will be implemented by November 2021.	$17,782.70 Object Code(s): $17,783 - 5000	Y
4	Being-there Experience Log	The *Being-there Experience Log* is a tool YPSA uses to capture studytrips taken by students in each grade level as a way to support and monitor their access to the "being-there classroom" locations. We believe the 20 body-brain senses help to enhance student understanding of the concepts and standards. This is most effective at the being-there location. As such, being-there experiences are expected to be identified and conducted as noted in the scope and sequence conceptual curriculum map for each grade level by August 2021. For subsequent years, this expectation is to be done by the end of June.	$90,000 Object Code(s): $90,000- 5000	Y

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Action #	Title	Description	Total Funds	Contributing
5	Subscription & Purchasing Log (E)	A subscription and purchasing log is a monitoring tool YPSA uses to ensure every student has the on-line applications, tools, materials, and resources to gain access to standards-align learning activities in the classroom and at home. Subscriptions and materials are expected to be identified by grade level teachers and listed in their scope and sequence conceptual curriculum maps, reviewed and approved by administrators, and purchased by the admin senior clerk. Training on the use of the online tools, is provided to teachers, staff and students by September 2021. Every student is expected to use the on-line tools/resources to gain access to on-line learning activities by October 2021.	Associated cost captured in Goal 1, Action 1	

Goal Analysis [2019-2020]

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

An explanation of how effective the specific actions were in 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.

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

Goal #	Description
3	70% of the 27 classrooms and school facilities will be safe, clean, well-maintained, healthy, and properly supervised to be conducive to support teaching and learning as measured by the HET classroom environment criteria by August 2021 (State Priorities 1, 4, 6, 7, 8).

An explanation of why the LEA has developed this goal.

The overarching goal of HET education is to increase human capacity and create responsible citizens. To this end, it is crucial that every classroom is progressing towards the HET classroom and school environment. It is expected that every classroom is setup to allow for students to feel safe to engage in the learning process, take risks, be curious and creative, ask questions and make mistakes in an environment that is absent of threat.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HET Classroom Environment Checklist (A)	Baseline data for this metric is currently not available until June 2022.				70% of the 27 classrooms will meet the expectations of the HET classroom checklist by August 2021.
HET School Environment Checklist (B)	Baseline data for this metric is currently not available until June 2022.				70% of the school will meet the expectations of the HET School checklist adapted from the HET classroom checklist by August 2021.
HET School Environment Inspection (C)	Baseline data for this metric is currently not available until June 2022.				The school will achieve a 90% or higher rating on a HET school environment review conducted by the Center for the Future of Public Education (CFPEDU) on or before June 2022.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	HET Classroom Environment	An HET classroom environment is comprised of 16 research-based items that when integrated, creates a safe, nurturing, and calm environment in support of students learning. A training of the 16 items will be provided to teachers and an administrator walkthrough of every classroom conducted using the HET classroom environment checklist to ensure every room is meeting expectation on or before August 2021.	Associated cost captured in Goal(s): 1, Action 1 2, Action 4	Y
2	Custodian	The custodial staff are employed to clean and maintain school facility as expected of a HET school environment. Two full-time custodial staff are employed on or before July of every year to maintain the HET environment using tools and cleaning supplies that are authorized to be used in a school setting throughout the school year.	$120,549 Object Code(s): $81,718- 2000 $26,831– 3000 $10,000 - 4000 $2,000 - 5000	Y
3	Yard Supervisors	Yard supervisors monitor and supervise students who are outside of the classroom and at school sponsored activities both on and off school campus to assure safety and positive behaviors; enforce applicable UCSC and school safety and conduct policies and rules; assist in maintaining an orderly and safe campus. Employ and train 4 part-time yard supervisors and ensure they are equipped with the appropriate tools on or before August 1, 2021.	$39,672 Object Code(s): $36,750 - 2000 $2,922 – 3000	Y
4	Health Services Specialist-LVN	The Health Services Specialist-LVN assists with the planning, implementation, and evaluation of health services and health education, and school safety activities. Employ 1 full-time health services specialist and secure a contract with K12 Health and the proper equipment and materials needed to provide health and safety to the stakeholders of the organization on or before August 1, 2021 and continue as necessary throughout the school year.	$85,123 Object Code(s): $49,949 - 2000 $23,674 – 3000 $1,500 – 4000 $10,000 - 5000	Y

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Action #	Title	Description	Total Funds	Contributing
5	HET School Environment	An HET school environment is a schoolwide setting mirrors and extends the climate and culture of the classroom to support the teaching and learning of staff and students. Establish and convene a HET environment committee to design, build, and train staff and students on the utilization of the environment to support teaching and learning by January 2022.	Supplies and materials to be identified by school administrators and add to the mid-year budget update.	Y
6	HET Model School Inspection	The HET Model school inspection is quality control review conducted by a CFPEDU consultant using the HET Model School criteria proven to support the development of a highly effective teaching and learning environment in an educational setting. 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.	$10,000 Object Code(s): $10,000 - 5000	

Goal Analysis [2020-2021]

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

An explanation of how effective the specific actions were in 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.

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

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Goal #	Description
4	Annually, increase 5% of students meeting or exceeding grade level standards in California Assessment for Student Performance and Progress (CAASPP) ELA, CAASPP Math, CA Science Test (CAST), and English Language Proficiency Assessment for California (ELPAC), for a minimum of 20% increase in each respective standardized assessment by 2024 (State Priorities 1, 2, 4, 8).

An explanation of why the LEA has developed this goal.

The 2018-2023 UCSC strategic plan specifies YPSA be developed into a powerful case study for body-brain compatible education by ensuring staff is highly trained in body-brain education to meet a set of expectations and goals.

As such, YPSA has adopted a minimum measurable outcome of 75% students inclusive of English Learners, Students with Disabilities (SPED), and African American (AA) meeting or exceeding state expectation in CAASPP ELA, 65% in CAASPP Math, 40% in CAST, and 40% in ELPAC within the 2020-2025 charter petition.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YPSA Goal Attainment Data Chart	• 52.04% in CAASPP ELA • 36.80% in Math • 16.42% in CAST • 16.42% in ELPAC				The percentage of students meeting or exceeding state standards are as follow: • 75% in CAASPP ELA • 65% in CAASPP Math • 40% in CAST • 40% in ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Log	Baseline data for this metric is currently not available until June 2022.				100% of staff participation in and implementation of every professional development with a minimum of 90% fidelity by June 2022.

Actions

Action #	Title	Description	Total Funds	Contributing
1	YPSA Goal Attainment Data Chart	A comprehensive tracking spreadsheet is an Excel document created at the school level to track incremental student progress annually toward the five-year goals specified in the 2020-2025 petition for ELA, Math, CAST, and ELPAC Summative Assessment results. Data trends from this spreadsheet are used by classroom teachers at grade level collaborations to strategize and develop next steps in the teaching and learning process to address learning gaps or to challenge high achieving students. YPSA administrators create the tracking spreadsheet and train 100% of the 21 classroom teachers on the expectation and use of the tool. Teachers are expected to implement this tool by September 2021.	Associated cost captured in Goal 1, Action 1	Y

Action #	Title	Description	Total Funds	Contributing
2	Instructional & Standardized Curriculum	Instructional and standardized curriculum comprises of the state's mandated ELA, ELD, Math, Social Studies and Science curricula. These are the prerequisite to the full implementation school's HET program. As such teachers are provided subject content professional development in ELA, ELD, Math, Social Studies and Science every year. 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. Teachers are expected to implement the knowledge and skills received from the training in each classroom according to the training timeline.	$20,000 Object Code(s): $20,000 – 5000	Y
3	Instructional Tools & Programs	Instructional tools and programs are resources available to teachers for supplement and support their teaching of content standards to students at the school. The critical programs teachers must have knowledge of are: special education program and services, Hmong Language Development, Movement (PE, Dance and TKD), Achievement through Technology (ATT)/MobyMax (Computer adaptive program for students to practice their common core state standards activities online), Yard Supervisor Services, Front Office operational support services, Plant Operational services, and Heath and Safety services, and Instructional Aide services. Furthermore, teachers must have the skills to utilize: Seesaw, Google G Suite, Zoom, and Nearpod on-line platforms in addition to the PowerSchool student information system. Training of school programs, and resources are provided to teachers to help with their understanding and use of each program and tool by August 2021 to support student learning.	Associated cost captured in Goal(s): 1, Action 1 2, Action 3 3, Action 5 5, Actions 5 & 6	Y

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Action #	Title	Description	Total Funds	Contributing
4	School Operations/Processes	School operational processes are a set of must know and must have fundamental operation processes and expectations set by the Academy Council (school site council) for teachers at YPSA to support teaching and learning for both low and high performing students are inclusive of 8-Step Lesson Plan, Criteria for Prep/Collaboration hours, Data Collaborative Inquiry Process/4R's, Disciplined Life, Document Reader/LCD projector, English Learner Advisory Committee (ELAC), HET, Individualized Learning Plan (ILP's), Positive Classroom Management, Resiliency Inc. Brain-based Science, Neuroscience of Learning, Roles of the Academy Council (AC), Student Study Team (SST)/504 Plans, and substitute plan. It is critical for teachers to receive the fundamental operation processes early in the school year so they can use them to facilitate the support they provide to students in the classroom. As such, professional development on these topics and feedback and coaching by administrators are provided to teachers on or before September 1, 2021 and teacher implementation on these processes and procedures begins no later than October 1, 2021.	$14,000 Object Code(s): $14,000 – 5000	Y

Action #	Title	Description	Total Funds	Contributing
5	English Learner (EL) Reclassification	The EL Redesignation process and reclassification criteria per CDE guidelines and included in the petition, are used to reclassify EL students who have demonstrated English language proficiency sufficient, as shown on the summative ELPAC, to be successful in ELA, Math, Social Studies, and Science standards. When student academic achievement is at level 3 or higher on the Summative ELPAC, Standards met or exceed on the CAASPP or 90% on the end-of-trimester NWEA, and receive teacher evaluation approval and parent opinion/consultation approval he or she is reclassified. Hire and train three substitute teachers (4 days for initial and 8 days for summative ELPAC assessment) to support the school in the administration of the assessments by August 1, 2021 for Initial ELPAC and March 2022 for Summative ELPAC. Purchase certificates and medals to recognize and award student achievement at the reclassification ceremony by December 2021.	$7,148 Object Code(s): $5,616 –1000 $1,032 – 3000 $500 - 4000	

Goal Analysis [2019-2020]

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

An explanation of how effective the specific actions were in 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.

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

Goal #	Description
5	In alignment with the 2020-2025 charter petition formative and benchmark goals, students will demonstrate an increase of 5-10% academic achievement increments every year toward meeting or exceeding the targeted goals of 75% in NWEA, 90% in HLD, 85% in PE, 95% in Dance and TKD, 85% on teacher created assessments, and 100% readers by 3rd grade no later than May 2024 (State Priorities 2, 4, 7, and 8).

An explanation of why the LEA has developed this goal.

The charter sets out to raise academic achievement for underserved students because, historically they underperformed when compared to the general student population as measured by standardized assessments. As such, the 2020-2025 charter petition promises to deliver high results in formative and benchmark assessment noted in this goal, that are highly correlated with high results in the state summative assessment. To support this effort, YPSA also aims to develop 100% readers by 3rd grade.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YPSA Goal Attainment Data Chart	64% in HLD 84% in Dance 82% in TKD				The percentage of students meeting or exceeding formative and benchmark goals are as follow: • 75% in NWEA • 90% in HLD • 85% in PE • 95% in Dance and TKD • 85% in MobyMax • 85% on teacher created assessments • 100% readers by 3rd grade
YPSA Master Spreadsheet for Formative and Benchmark Goals	Baseline data for this metric is currently not available until June 2022.				100% of students formative and benchmark assessment results are entered and used for collaboration in the Data Collaborative Inquiry process by December 2021, trimesterly throughout the years, and in subsequent years. 100% of the current 2020-2021 kindergarten students will be reading at 3rd grade level by the start of 2023-2024.

Actions

Action #	Title	Description	Total Funds	Contributing
1.	Grade Level / Team Collaboration	Grade Level/Team collaboration is a process where grade level teachers or program teams meet with administrators to engage in professional dialogue and reflect using the 4 guiding principles MARC to identify body brain compatible teaching practices or strategies to reteach students who have not yet reach content mastery reflected in the data generated from the formative and benchmark assessment. The teaching practices selected by the teacher for next step implementation are incorporated into the 8-step lesson plan to be taught for a period of 6 to 8 weeks as part of the DCI process to remedy identified student learning gaps. Daily collaborations with the exception of the first and third Thursdays, are held by core, HLD, and movement teachers to identify student learning problem(s) that derived from the YPSA Master Spreadsheet for Formative and Benchmark Goals data analysis and strategies for next steps implementation by September 2021 and weekly thereafter.	Associated cost captured in Goal 1, Action 1	Y
2.	Training for YPSA Goal Attainment Data Chart and Master Spreadsheet for Formative and Benchmark Goals	The *YPSA Goal Attainment Data Chart* specific to the formative and benchmark data and the *YPSA Master Spreadsheet for Formative and Benchmark Goals* training is a professional development to aide teacher and staff understanding of the connection on teaching, learning, and foundational skill needed to support grade level/team collaboration when engaging in data analysis, identifying of learning trends, and developing of next steps to improve student learning. YPSA administrators will create a master spreadsheet to capture formative and benchmark data for core, HLD, and movement teaching standards utilizing assessments pertaining to the ELA, Math, Social Studies, Science contents; and HLD, PE, Dance, TKD programs to be used for a professional development to support teachers and staff by September 2021.	Associated cost captured in Goal 5, Action 5 & 6	Y

Action #	Title	Description	Total Funds	Contributing
3	Additional Clerical Support	Clerical support is articulated in the 2018-2023 strategic plan as a step forward toward further developing YPSA into a powerful case study for body-brain approaches in developing a strong data collection and analysis operation that begins to foster a data minded culture and standardize data processes. It is an additional support that includes weekly entries of teacher created assessment results into the *YPSA Master Spreadsheet for Formative and Benchmark Goals* teachers and staff use for identifying trends and strategies during collaborations. A clerical substitute is hired to provide an initial support on the entering of teacher-created assessment data starting September 2021 and one day per week thereafter through June 2022, or until the teachers have developed a routine to complete this task whichever comes first.	$6,063 Object Code(s): $5,632 - 2000 $431 – 3000	Y
4	Hmong Language Development (HLD) Teachers	The HLD program is a key component of the overall school programs available in 1st-6th grade and is particularly attractive to our students and families due to the concept that scholars will be proud to either maintain their language or learn another one once they have reached a high level of mastery in reading, speaking, and writing in the Hmong language. Moreover, in the course of learning the Hmong language, scholars gain a better understanding of the Hmong culture, develop a respect for other languages, and increase awareness for all cultures. Three HLD teachers are hired and supplied with the necessary resources and materials to plan, implement, monitor, and assess the classroom's instructional program as appropriate for each 1st-6th grade level by July 2021, and every year thereafter.	$229,692 Object Code(s): $124,800 - 1000 $46,043 - 2000 $58,850 – 3000	Y

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Action #	Title	Description	Total Funds	Contributing
5	Movement Teachers (PE, Dance, TKD)	The movement program consists of dance, TKD, and PE. It is also another key component of the overall school programs available to students in 1st-6th grade. This program is highlight attractive to our students and families due to the uniqueness of its availabilities in elementary settings such that is provides opportunities for students to build confidence and self-esteem and enhance learning. Three movement teachers consisting of 1 dance, 1 PE, and 1 TKD, are hired and supplied with the necessary resources and materials to plan to implement the movement programs at YPSA to teach students in grades 1-6 grades by July 2021, and every year thereafter.	$168,033 Object Code(s): $131,803 - 2000 $36,230– 3000	Y
6	Instructional Aides (IA)	The Instructional Aide program is a part of the Expanded Learning Opportunities grant supported by the state to provide supplemental instructional support to students at the school to close the learning gap. It is a school intervention component consisting 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. Also, the IA's 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. under the supervision of a part time Achievement through Technology program manager/supervisor. As such twenty-one (21) instructional aides are hired and be equipped with laptops (15), iPads (15) and the required accessories to provide supplemental instruction in foundational and literacy and numeracy skills to low performing students, and hire an ATT Program Manager/Supervisor by July 2021.	$898,476 Object Code(s): $492,430 - 2000 $385,196 – 3000 $20,850 – 4000	Y

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Action #	Title	Description	Total Funds	Contributing
7	Academy Council & Board Reports	Academy Council and Board Reports are student achievement progress and teacher recalibrated action plan reports generated by school level administrators and presented at the end of each trimester on formative and benchmark assessment results inclusive of NWEA, HLD, PE, Dance, TKD, MobyMax, teacher-created assessments, foundational skills, and the readers by third grade board priority. School level administrators will generate student achievement progress and teacher recalibrated action plan reports and present them o the Academy Council and UCSC Board at their regular meetings in December 2021 for Trimester 1, April 2022 for Trimester 2, and August 2022 for Trimester 3.	No additional budget is needed to support this action.	Y

Goal Analysis [2019-2020]

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

An explanation of how effective the specific actions were in 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.

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

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Goal #	Description
6	Increase 3% schoolwide student perfect attendance from the current 95% to meet the expected charter petition target of 98% by April 2024 (State Priorities 3, 4, 5, 6, 7, 8).

An explanation of why the LEA has developed this goal.

YPSA believes daily student attendance is essential for academic success in school as described in its parent/scholar handbook. The description includes daily attendance as a critical assurance component that contributes to students maximizing their learning time and developing self-responsibility through time management for successful and positive academic growth in school. In addition, maximizing every minute for instruction is also a key element embedded within the business plan of the *Roadmap to Realization of the YPSA Vision* and serves as a reminder that high student learning and achievement are dependent on daily student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Weekly Attendance Report	95% of students have perfect attendance.				98% of students have perfect attendance.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Power School SIS	YPSA uses PowerSchool (Student Information System) to manage grading, attendance, behavior, health, assessments, state reporting, special education, student registration, and Human Resources. Teachers use the system to take daily student attendance by 10:00 a.m. and the attendance clerk review and update the daily student attendance records by noon. Renew the annual service contract with PowerSchool for YPSA staff to access the student information system by June 2021 and every year thereafter through June 2024.	$9,289 Object Code(s): $9,289 – 5000	Y

Action #	Title	Description	Total Funds	Contributing
2	Attendance Clerk	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. One attendance clerk will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school.	$44,810 Object Code(s): $40,190 - 2000 $3,272 – 3000 $500 - 4000 $848 - 5000	Y
3	Perfect Attendance and Awards Assembly	Perfect attendance and awards assemblies are monthly celebrations recognizing students for excellent school attendance, behavior, effort, and academic achievement that includes *Student of the Month, Student Choice, Principal's Honor ward, and Trimester Perfect Attendance.* Purchase certificates and medals for student recognition at the monthly and trimester assemblies on or before September	$1,000 Object Code(s): $1,000– 4000	
4	School Messenger	School Messenger is a notification system provided by Intrado Interactive Services Corporation use by YPSA to engage its stakeholders via phone, email, text when high volumes of communication are needed to be delivered quickly and efficiently. Renew the annual service contract with Intrado Interactive Services Corporation for YPSA to use for stakeholder engagement by June 2021 and every year thereafter through June 2024.	$1,313 Object Code(s): $1,313 – 5000	
5	Weekly Attendance Report	The *Weekly Attendance Report* is an excel spreadsheet developed for the attendance clerk to capture the weekly *Average Daily Attendance (ADA)* in each classroom. This task is expected to be completed by noon daily so school administrators can make informed next step decisions for improving the school's weekly and monthly ADA. Create the *Weekly Attendance Report* spreadsheet, provide training for the attendance clerk on the usage of the spreadsheet, enter attendance data into it; and provide weekly or monthly ADA attendance report to the staff, Academy Council, and Board by August 2021.	No additional budget is needed to support this action	

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Goal Analysis [2019-2020]

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

An explanation of how effective the specific actions were in 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.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
70%	$492,895

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

Required Descriptions

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

There are no foster youth identified at YPSA at the current time. 30% of the total student population are English learners. Accordingly, 56% of the students are low-income students.

The needs of these students are identified through the summative CAASPP and ELPAC. Data trends will be organized, and students will be identified for instructional support.

English learner students will be identified for designated ELD instruction, which will be conducted by the classroom teachers, within the 8:00 – 3:00 instructional day.

This starts with teacher training on the ELD standards as identified in Goal 1, page 10: *Train teachers on the ELD framework, standards, and strategies for both integrated ELD and Designated ELD. Teachers will participate in a series of training modules over a course of 2-3 years that will enable them to work with increasing depth to learn and apply strategies using the EL Roadmap and best practices.*

Also, in Goal 6, action item 16: *Teachers implement integrated ELD across all content areas to ensure all ELs receive the support needed to use English. Teachers implement designated ELD during a protected time to ELs to build critical language skills needed to content learning. Teachers provide one-to-one language-rich interventions to support EL vocabulary and language acquisition during both designated and integrated ELD time using the Reading Wonders, ELD component. Teachers write language objectives and provide support with language and sentence stems.*

Instructional aides will be assigned to provide 1-1 instructional support to build foundational literacy and numeracy skills for both English learner students and low-income students. Students will have been tested to determine any learning gaps prior to support being provided.

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As stated in Goal 4, Action 11: *1-1 instructional support is provided by instructional aides on foundational literacy and numeracy skills to support with closing the achievement gap.*

Additionally, in Goal 9, Action 3: *The school will employ 21 instructional aides to be placed in 21 general education classrooms to support with 1-1 tutoring to include foundation literacy and numeracy skills, high frequency sight words, and reading fluency and comprehension.*

The actions stated above are specific and targeted to meet the goals of increasing academic achievement and improving services for English learners and low-income students.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 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 stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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