

Local Control 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
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Plan Summary [2021-22]

General Information

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

Yosemite Valley Charter School (YVC) is a tuition-free public charter school offering personalized student learning in grades TK through 12. We are a non-classroom-based independent study work charter school serving students and families throughout Fresno, Madera, Merced, and Monterey Counties. YVC serves approximately 2260 students, grades TK-12, and employing approximately 131 staff members. Basic student demographics indicate that 29% are of Hispanic descent, 5% are Asian, 66% are Caucasian, 5% are Black or African American, and 1.3% are English Learners. Almost 48% of our students come from socioeconomically disadvantaged backgrounds.

YVC is unique and provides students with a standards-based public education in an independent-study homeschool environment. We offer multiple educational programs and facilitate the individualization of each child's learning experience alongside our parents and families. Under the direct supervision of a credentialed teacher and through multiple program offerings, students can complete their standards-aligned educational program in a setting that best meets their needs. As a non-classroom-based charter, we are proud to offer our standards-aligned educational program completely online, as part of a blended model of online coursework with some direct instruction, and/or offline through state-adopted course outline and textbook options. Students are also encouraged to participate in project-based or career technical education courses, and/or a multitude of enrichment opportunities to help round out their educational experience. We also partner with local organizations and colleges, to ensure that students are prepared for college and career.

In March of 2020, YVC halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and stakeholders with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all stakeholders to plan and prepare for a safe and successful August reopening that considered the challenges related to Covid-19 restrictions. YVC remained deeply committed to making sure that all students made academic progress and continued towards college and career readiness. Each of our students was significantly impacted, like other schools, with the initial closure of the school and swift move to distance learning. YVC continued to provide a full educational program as a non-classroom-based charter school.

Reflections: Successes

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

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, Yosemite Valley Charter has identified the following successes:

California School Dashboard

Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law required that reliable and valid data that would have been included in the 2020 Dashboard be reported.

1. In 2020, YVC's Graduation rate measured at 82%.
2. In 2019, YVC's Chronic Absenteeism rate decreased by .7% for a total rate of less than one percent and resulting in a blue performance level. In 2020, local data showed that YVC maintained a low Chronic Absenteeism rate.
3. In 2019 YVC did not suspend a single student resulting in a blue performance level. In 2020, local data showed that the school maintained a 0% suspension rate.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades 4-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for stakeholders to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades 4-12, and offered to all parents. 235 parent surveys were collected and 46 staff surveys were collected. 16 student surveys were collected.

1. 95% of parents who had an opinion feel welcome to participate at school.
2. 95% of parents feel that their school promotes academic success for all students.
3. 95.5% of the staff are satisfied with the professional development offered for them.
4. 99% of parents surveyed have internet connectivity in their home.
5. 76.5% of students report they feel safe and connected to their school.
6. 94% of parents who had an opinion believe that their child's school offers effective supports for struggling learners.
7. 91% of parents who had an opinion felt that their child's school gave them opportunities to make decisions about their child's learning.
8. 83% of parents who had an opinion believe that their school informs and supports parents with timely information regarding systems and achievement as well as board meetings and policy changes.

Stakeholder Input

Meetings were held to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where stakeholders could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that stakeholders feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and the support of their Homeschool teacher HST, especially during the COVID-19 pandemic and resulting school closure.
2. All stakeholders, including parents and students, were satisfied with the wide variety of enrichment options offered to students.

3. YVC established a comprehensive Tier 2 intervention program to support struggling learners and/or those students falling below grade-level expectations.
4. Stakeholders were excited about the expansion of Career Technical Education (CTE) course offerings for high school students.
5. Stakeholders were satisfied with increased efforts to monitor high school academic achievement, including the creation of the high school coordinator positions to offer additional supports.

YVC will continue to strive towards excellence. In order to maintain and build on the successes above, YVC will:

- 1) Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
- 2) Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
- 3) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
- 4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
- 5) Continue providing increased staff support in the area of high school progress monitoring and academic success.

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 a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, Yosemite Valley Charter has identified the following needs:

California School Dashboard and Locally Collected Assessment Data

YVC's rate of performance for both English Language Arts and Mathematics remains an area of need. The 2019 California Dashboard showed that YVC students did not make significant progress on the California Assessment of Student Performance and Progress (CAASPP) in Mathematics, maintaining slight growth with a gain of 2% of students having met or exceeded standard for a total of 18%. Additionally, the following subgroups continued to struggle: Students with Disabilities (10% met or exceeded standard) and Socio-economically disadvantaged students (9% met or exceeded standard). In English Language Arts, the school maintained its rate of achievement with 40% of students meeting or exceeding standard on the ELA CAASPP. Similarly, Students with Disabilities struggled with only 19% meeting or achieving standard.

Throughout the 2020-21 school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98%

of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark.

YVC will take the following steps: to improve the academic achievement of students:

- 1) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
- 2) Provide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction.
- 3) Continue to provide additional staff members to support the academic achievement of struggling students; including intervention teachers, instructional paraprofessionals, and paraprofessionals to support students with special needs.
- 4) Implement a robust Parent University program designed to engage parents as partners in the academic and social-emotional development and progress of their students.

YVC's college preparedness rate as measured by the Dashboard's College and Career Indicator (CCI) is identified area of need. According to the 2020 Dashboard, 50% of students were either prepared (29%) or approaching prepared (21%). In order to increase the percentage of students who are prepared or approaching prepared, YVC will increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. This need was also identified by stakeholders as described below.

Annual Self-Assessment and Stakeholder Input

Through annual surveys that were administered to staff, students in grades 4-12, and parents, as well as through stakeholder meetings, YVC has identified the following areas of need:

- 1) Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
- 2) Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics.
- 3) Increase parent communication through multiple methods, including the school website.
- 4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.

Targeted Review for Students with Disabilities

YVC is currently undergoing a Targeted Review of the Special Education Plan by the California Department of Education. YVC is in year 2 of the review for Elements 3b & 3C, CAASPP testing participation and achievement. During the latest administration of the CAASPP test in English Language arts and Mathematics, students with disabilities had participation rates of 81.94% (ELA) and 82.58% (Math), well below the state target of 95%. As a sub-group, students with disabilities' status for achievement in English Language arts declined to 83.1 points below standard. In Mathematics, students with disabilities scored 104.6 points below standard. YVC is in year 1 of a review for Elements 14a and 14b, Post-School Outcomes-Higher Education and Post-school Outcomes-Higher Education and Competitively Employed. A select committee of both general education and special education personnel worked with the El Dorado County SEPLA to perform a root cause analysis to identify ways in which YVC can work to improve outcomes for students with disabilities. Once the root cause analysis was

performed, a plan of action to address each element was submitted to and approved by the California Department of Education. YVC will take the following actions to improve outcomes for students with disabilities:

- 1) HSTs and case managers will work with families to ensure that proper accommodations are provided in each students Individualized Education Plan (IEP).
- 2) Case managers will include test preparation as part of their instruction for students with disabilities.
- 3) Create and maintain a highly qualified transition team, including a job coach, to help students identify, prepare, and gain college and career opportunities after graduation or program completion.
- 4) Review and revise state data reporting process for students with disabilities to ensure accurate data is being collected and provided to the state.

LCAP Highlights

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

The 2021-24 LCAP was written after consulting members from each stakeholder group across the school. The four goals outlined below will allow YVC to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 48% of our total population. These four goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The YVC LCAP broad goals are as follows:

Goal 1: Yosemite Valley Charter School will provide a high-quality educational program that promotes the academic achievement of all students.

Goal 2: Yosemite Valley Charter School will operate with strong parent and community involvement, including effective communication and opportunities for parent education.

Goal 3: Yosemite Valley Charter School will maintain a safe and positive school climate where all students are actively engaged in learning.

Goal 4: Yosemite Valley Charter School will guide and prepare all students for college and career readiness.

Impact of the COVID-19 Pandemic:

In March of 2020, YVC joined with school districts throughout the United States, making the difficult decision to halt in-person activities and meetings to spread of COVID-19. Throughout this time, YVC has remained committed to serving our students through a robust independent-study homeschool learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted YVC in several key areas contained in the 2021-24 LCAP, including, a need for a strong Tier 2 intervention program for students who are struggling or who have experienced learning loss and increased progress monitoring and support for students.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families, and public education systems understandably affected data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data

collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Yosemite Valley Charter School (“YVC”) believes that stakeholder input is a key component in the creation of its educational programs and services. To gain input and consultation regarding goals, actions, and expenditures in the LCAP, YVC consulted parents, pupils, school personnel, teachers, administrators, the Parent Advocacy Committee (PAC), District English Learner Advisory Committee (DELAC), the SELPA administrator, and the community in the creation of the plan.

Additional efforts to gain input and consultation included the administration of electronic surveys to all employees and parents. YVC also collected additional survey feedback from our Outstanding Direct Intervention (ODI) teachers who have been piloting small-group intervention programs in both English-language arts and Mathematics. This feedback was extremely valuable in the creation of our instructional program offerings.

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting, April 27th

Parent and Community Meeting, May 12th

Staff Meeting, May 10th

Meeting with Student representatives, May 20th

Parent Advocacy Committee Meeting, May 14th

DELAC Meeting, May 14th

YVC consulted with the SELPA Administrator in May of 2021. School leadership including YVC Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about YVC’s educational program including actions and services contained herein: April 15th, April 20th, and April 26th. Additionally, YVC directors and Regional Coordinators met on April 19th, May 3rd, and May 5th. Feedback from stakeholders was collected and analyzed by school leaders in the creation of the LCAP.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and budget information. Stakeholders were then given the opportunity to respond to the plan, providing feedback, questions for the Executive Director, or comments. The PAC and DELAC committees did not submit any formal comments to the Executive Director for a written response.

A draft of the plan was made available for public comment in the school’s office so that members of the public would have time to review and provide public comment prior to board approval. YVC advertised the publishing of the draft and invitation for public comment via the Weekly Buzz parent and community newsletter and school website. Stakeholders were encouraged to provide feedback by telephone, email, or by mailing written comments to our office.

Once all the stakeholder feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from May 10th through May 27th in draft form for the public comment period. An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on May 27, 2021, during the Public Hearing. No feedback was given regarding the LCAP draft so the final draft of the LCAP and budget was approved on June 24th at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades 4-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for stakeholders to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades 4-12, and offered to all parents. 235 parent surveys were collected and 46 staff surveys were collected. 16 student surveys were collected.

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Stakeholder Input

Meetings were held to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where stakeholders could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that stakeholders feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and the support of their Homeschool teacher HST, especially during the COVID-19 pandemic and resulting school closure.
2. All stakeholders, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. YVC established a comprehensive Tier 2 intervention program to support struggling learners and/or those students falling below grade-level expectations.
4. Stakeholders were excited about the expansion of Career Technical Education (CTE) course offerings for high school students.
5. Stakeholders were satisfied with increased efforts to monitor high school academic achievement, including the creation of the high school coordinator positions to offer additional supports.

Identified Needs

Meetings were held to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that stakeholders feel our greatest areas of need include:

- 1) Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
- 2) Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics.
- 3) Increase parent communication through multiple methods, including the school website.
- 4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.

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

The four goals of the LCAP were created with stakeholder input. This year, stakeholder input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students, 2) Increasing parent and community communication and engagement, 3) Maintaining a safe and positive school climate where students are actively engaged, and 4) Providing guidance and supports to ensure that all students are college and career ready. Both fiscal and human resources will be dedicated to meeting the school's goals in these critical areas.

Aspects of the LCAP Influenced by Stakeholder Input

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Stakeholder input in this area indicates that stakeholders are proud of the efforts made to provide and train credentialed HSTs and stakeholders want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.
2. Increasing parent and community communication and engagement: Stakeholders are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent University offerings.
3. Maintaining a safe and positive school climate where students are actively engaged: Stakeholders appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Stakeholders expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. YVC will focus on this area (Goal 3, Actions 2, and 6).

4. Providing guidance and supports to ensure that all students are college and career ready: Stakeholders would like to see increased college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. Goal 4, Actions 1-6 will focus on this area.

New Aspects of the LCAP Influenced by Specific Stakeholder Input directly related to the effects of the COVID-19 Pandemic:

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 2, 5, 6, and 10 will address the needs for more devices, technology support, and professional development that includes training in new technology and online platforms to support students.
2. YVC will continue to follow all state and local guidelines during the ongoing COVID-19 pandemic. Utilizing CARES act funding, YVC will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE).

Goals and Actions

Goal

Goal #	Description
1	Yosemite Valley Charter School will provide a high quality educational program that promotes the academic achievement of all students. (Priorities Addressed:1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	99% of teachers are appropriately credentialed or assigned.				Maintain 95% or higher of teachers who are appropriately credentialed or assigned
Facilities maintained in good repair	All facilities are maintained in good repair				Maintain all facilities in good repair
Access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials				100% of students have access to standards aligned instructional materials
Implementation of state standards for all students	100% implementation of state standards				100% implementation of state standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enable ELs access to CCSS and ELD standards	33.3% making progress towards English language proficiency in 2019.				Increase the percentage of students who are making progress towards English proficiency from prior year's data
ELA CAASPP	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.				Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.				Increase the percentage of students who scored met or exceeded standard on from prior year's data
AP Passage Rate	In 2020 80% of students passed with a score of 3 or higher on AP exams.				Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	64% of high school students scored met or exceeded standard on the ELA CAASPP				Increase the percentage of students scored met or exceeded standard on from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	20% of high school students scored met or exceeded standard on the Math CAASPP				Increase the percentage of students cored met or exceeded standard on from prior year's data
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs				100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs
EL Reclassification rate	7 students were reclassified in the 19-20 school year.				Maintain or increase the number of students who are reclassified from prior year's data

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Highly Qualified Staff	Highly qualified staff will provided to ensure the academic success of all students.	\$10,006,460.00	No
2	1.2 Regional Coordinators	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Regional coordinators are necessary to monitor the academic progress of unduplicated students through the facilitation of Professional Learning Communities (PLCs) and through, supporting teachers and students in ensuring compliance with state and local requirements. The school will provide regional coordinators for the facilitation of PLC's that include disaggregation of data, progress monitoring on state standard implementation, and	\$500,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student progress. The facilitation of PLCs will provide greater educational access and are key to improving academic outcomes.		
3	1.3 Electives and Enrichment opportunities	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Local survey results suggest that full access to courses, including electives, and enrichment opportunities remains a high priority for stakeholders and is a key factor in our student's engagement in school. By maintaining full access to courses, electives, and enrichment opportunities, YVC will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	\$2,814,009.60	No
4	1.4 Texts, instructional materials and supplies	Purchase standards-aligned texts and instructional materials and supplies.	\$3,367,372.00	No
5	1.5 Technology	A need exacerbated by the pandemic and reflected in our needs assessment data is the need for increased access to technology that augments and support learning, especially for our Low Income, Foster Youth, and English Learner students. Access to technology improves academic performance and is a key 21st Century skill. To address this need, the school will continue to purchase technology.	\$405,857.41	Yes
6	1.6 Technology Support	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. The school will provide technology support to ensure staff and students have access to working technology for learning.	\$166,573.28	

Action #	Title	Description	Total Funds	Contributing
7	1.7 Intervention Teachers	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research indicates that when properly implemented, targeted and individualized support in English and math results in students have greater access to improving missing skills and more opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small group remediation and acceleration lessons. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve.	\$128,322.00	No
8	1.8 Speech Pathologist	A speech pathologist is needed to support general education students in meeting their academic goals. YVC will provide individual or small group speech services support and progress monitoring for students, including unduplicated students.	\$68,142.50	Yes
9	1.9 Special Education Services	Special Education Services will be provided to eligible students in order to support them in meeting the goals outlined in their Individualized Educational Plans.	\$1,688,200.00	No
10	1.10 Professional development for staff	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research, indicates that when properly implemented, first best instruction from well trained staff, results in students have greater access to improving missing skills and more opportunity to reach standards. The school will continue to support this by providing professional development, including professional development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.	\$28,516.00	No

Action #	Title	Description	Total Funds	Contributing
11	1.11 Supplemental academic support programs	Multiple Supplemental Academic Support Programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. YVC will continue to provide supplemental online academic support programs and software for students who are struggling to meet state standards.	\$70,128.00	No
12	1.12 English Learner Progress and Achievement Support	English Learner students have the most opportunity for continued growth in academic achievement according to the most current state and local data. To address this need, YVC will continue to provide the coordination and facilitation of services for English Learners in an effort to improve students outcomes.	\$14,258.00	No
13	1.13 Student Study Teams and Intervention Support	Low Income, Foster and English Learner students have the most opportunity for continued growth in academic achievement according to the most current state and local data. To address this need, YVC will continue to provide the coordination and facilitation of services for intervention options and Student Study Teams in an effort to improve students outcomes for unduplicated students.	\$14,258.00	Yes
14	1.14 Coordination of intervention, assessment, analysis, and achievement	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Directors are needed to provide academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. YVC will continue to provide Directors for the academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. This action has resulted in increases in achievement on state and local assessments since its inception.	\$235,407.24	Yes
15	1.15 Academic achievement	YVC will utilize various educational learning platforms to assess, collect, and help visualize data for parents, students, and teachers as	\$46,190.00	No

Action #	Title	Description	Total Funds	Contributing
	assessments, management platform, and support	part of the overall efforts to increase academic achievement, including STAR 360.		
16	1.16 Coordination of services and supports for Students with 504s	The addition of designated 504 support personnel will ensure that these students have the attention and support needed to provide them with access to the educational program. To address this need, YVC will continue to provide the coordination and facilitation of supports for students with 504s in an effort to improve students outcomes for unduplicated students.	\$7,129.00	No
17	Activities to promote family literacy, including lending library	Activities to support family literacy, such as Family Literacy events and support for the Lending Library are needed to increase achievement for struggling learners, including English Learners, Low-income students, and Foster Youth. The school will provide family literacy events, including lending library services and support for students to increase academic achievement on state and local assessments.	\$122,322.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Yosemite Valley Charter School will operate with strong parent and community involvement, including effective communication and opportunities for parent education. (Priorities Addressed: 3)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to engage and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the YVC community and promote educational success for their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard				Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 98,369 page views of the school website.				Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data
Provide parent education opportunities	YVC provided multiple parent engagement opportunities throughout the 20-21 school year.				Provide parent education opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 School and community events	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. YVC will continue to facilitate parent engagement through family and community events in order to engage parents and students in a positive and healthy school climate. We have found that when students and families are engaged, they are better able to access the educational program, including supports available to help to increase the academic achievement of unduplicated students on state and local assessments.	\$5,000.00	No
2	2.2 Communication through multiple methods including website, newsletter	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. When parents are informed and engaged, students are more likely to be engaged in school. YVC will continue to provide multiple methods of parent communication for parents. Beehively will be used to facilitate school-to-parent communication which leads to increased academic achievement on state and local assessments for unduplicated students.	\$70,000.00	Yes
3	2.3 Parent University	Research indicates that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress towards the mastery of grade-level knowledge and skills. The school will increase parent participation and efficacy through training, support, materials and supplies focused on academic achievement, including development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.	\$35,645.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Yosemite Valley Charter School will maintain a safe and positive school climate where all students are actively engaged in learning. (Priorities Addressed: 5,6)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The attendance rate is at 98% according to local data for the 20-21 school year.				Maintain the school attendance rate at or above 95%.
Chronic Absenteeism rate	The Chronic Absenteeism rate remains below 2% for the 20-21 school year.				Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.				Decrease suspension rate from the prior year according to the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	There were 0 expulsions in 2020-21.				Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	There were 9 high school dropouts in 2020.				Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 14 middle school dropouts in 2020.				Decrease number of middle school dropouts from the prior year according to CALPADS.
Sense of safety and school connectedness					The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 MTSS Program implementation and coordination	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Coordination of the Multi-Tiered System of Support is needed to provide academic, social, and behavioral support for unduplicated students and instructional support	\$192,374.46	Yes

Action #	Title	Description	Total Funds	Contributing
		for teachers, data disaggregation, and program evaluation. As part of the program, additional school psychologist services are needed to provide counseling and mental health support for all students. YVC will continue to implement the MTSS program, including school psychology services, for the academic, social, and behavioral support for unduplicated students.		
2	3.2 Enrichment Opportunities	Enrichment opportunities will be provided to students and parents through the Enrichment Ordering System.	\$142,580.00	No
3	3.3 Coordination of school and community events	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. YVC will provide coordination of parent engagement in order to engage parents in helping to increase academic achievement on state and local assessments for unduplicated students.	\$3,565.00	No
4	3.4 School Liaison for Foster and Homeless youth and students in crisis	YVC will provide a designated liaison to support Foster students and Homeless Youth so that they will have the support needed to access to the educational program, including connections to local resources, and academic and progress monitoring.	\$3,565.00	No
5	3.5 Supplies and services for Homeless Youth	Supplies and services will be provided to students experiencing homelessness.	\$3,000.00	No
6	3.6 Increase student participation in clubs, leadership and academic programs	YVC will increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.	\$10,000.00	No
7	3.7 Student transition program and supports	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. A student's sense	\$136,614.08	Yes

Action #	Title	Description	Total Funds	Contributing
		of safety and connectedness is a key motivator for attendance resulting in higher academic achievement. To address this need, YVC will provide transition programs and support that helps to prepare students to transition between middle school and high school and between high school and college or career. By preparing students for transitions through training and support, students will be more likely to engage in school.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Yosemite Valley Charter School will guide and prepare all students for college and career readiness. (Priorities Addressed: 4,7,5)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of our students are not prepared or approaching prepared as measured by the Dashboard's College and Career Indicator (CCI). Also, the school's graduation rate is below 100%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	In 2020, YVC's graduation rate was 82%.				Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.				Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	In 2020, the A-G completion rate was 21%				Increase the A-G completion rate from the prior year's data.
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or				Increase the AP pass rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	higher on AP exams was 80%				
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared				Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 CTE pathway expansion	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Expanding CTE Pathways will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. YVC will continue to provide for expanded CTE Pathways for unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, and enhanced learning of unduplicated students.	\$36,714.00	Yes
2	4.2 Secondary student success progress monitoring and coordination	Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. To address this need, YVC will continue to provide a secondary student success team to improve outcomes for middle and high school students through support and progress monitoring.	\$111,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	4.3 High School counseling support	The high school Counseling team, including a high school counselor and guidance technician, will continue to provide academic guidance and support for students to meet A-G requirements to ensure College and Career readiness and to support and monitor the academic achievement and learning progress of the YVC's unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, graduation rates, and enhanced learning of students.	\$46,338.50	No
4	4.4 Expand Dual Enrollment Opportunities	Needs assessment data for unduplicated students are analyzed annually and stakeholder feedback indicates that the expansion of dual enrollment options for high school students is a high priority for student success. YVC will facilitate the expansion of dual enrollment opportunities in order to increase the number of students earning college credit in high school.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.19%	\$1,715,862

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.

Using the calculation tool provided by the state, Yosemite Valley Charter School has calculated that it will receive \$1,715,862 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the school is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds:

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Speech Pathologist (Goal 1, Action 8)

Student Study Teams and Intervention Support (Goal 1, Action 13)

Coordination of Intervention, Assessment, Analysis, and Achievement (Goal 1, Action 14)

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

MTSS Program Implementation and Coordination (Goal 1, Action 3)

School Liason for Foster Youth and Students Experiencing Homelessness (Goal 3, Action 4)

Student Transition Program and Crisis Support (Goal 3, Action 7)

Goal 4:
CTE Pathway Expansion (Goal 4, Action 1)
Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help YVC to be effective in meeting the school's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action serves the unduplicated student population by helping to close equity and performance gaps and meet the goals of our school. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique school-wide action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our school has calculated that it will receive \$1,715,862 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 9.19%. Our LEA has demonstrated that it has met the 9.19% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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:
 - 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)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$18,401,001.07	\$1,688,200.00		\$396,498.00	\$20,485,699.07

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,515,305.78	\$8,970,393.29

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Highly Qualified Staff	\$10,006,460.00				\$10,006,460.00
1	2	English Learners Foster Youth Low Income	1.2 Regional Coordinators	\$500,233.00				\$500,233.00
1	3	All	1.3 Electives and Enrichment opportunities	\$2,814,009.60				\$2,814,009.60
1	4	All	1.4 Texts, instructional materials and supplies	\$3,367,372.00				\$3,367,372.00
1	5	English Learners Foster Youth Low Income	1.5 Technology	\$405,857.41				\$405,857.41
1	6	English Learners Foster Youth Low Income	1.6 Technology Support	\$166,573.28				\$166,573.28
1	7	Title I Eligible students	1.7 Intervention Teachers				\$128,322.00	\$128,322.00
1	8	English Learners Foster Youth Low Income	1.8 Speech Pathologist	\$68,142.50				\$68,142.50
1	9	Students with Disabilities	1.9 Special Education Services		\$1,688,200.00			\$1,688,200.00
1	10	All	1.10 Professional development for staff				\$28,516.00	\$28,516.00
1	11	Title I Eligible Students	1.11 Supplemental academic support programs				\$70,128.00	\$70,128.00
1	12	English Learners	1.12 English Learner Progress and Achievement Support	\$14,258.00				\$14,258.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	1.13 Student Study Teams and Intervention Support	\$14,258.00				\$14,258.00
1	14	English Learners Foster Youth Low Income	1.14 Coordination of intervention, assessment, analysis, and achievement	\$235,407.24				\$235,407.24
1	15	All	1.15 Academic achievement assessments, management platform, and support	\$46,190.00				\$46,190.00
1	16	Students with 504's	1.16 Coordination of services and supports for Students with 504s	\$7,129.00				\$7,129.00
1	17	Students eligible for Title I	Activities to promote family literacy, including lending library				\$122,322.00	\$122,322.00
2	1	Students Eligible for Title I	2.1 School and community events				\$5,000.00	\$5,000.00
2	2	English Learners Foster Youth Low Income	2.2 Communication through multiple methods including website, newsletter	\$70,000.00				\$70,000.00
2	3	Students eligible for Title I	2.3 Parent University				\$35,645.00	\$35,645.00
3	1	English Learners Foster Youth Low Income	3.1 MTSS Program implementation and coordination	\$192,374.46				\$192,374.46
3	2	All	3.2 Enrichment Opportunities	\$142,580.00				\$142,580.00
3	3	All Students eligible for Title I	3.3 Coordination of school and community events				\$3,565.00	\$3,565.00
3	4	Foster Youth Foster and Homeless Youth	3.4 School Liaison for Foster and Homeless youth and students in crisis	\$3,565.00				\$3,565.00
3	5	Foster and Homeless Youth	3.5 Supplies and services for Homeless Youth				\$3,000.00	\$3,000.00
3	6	All	3.6 Increase student participation in clubs, leadership and academic programs	\$10,000.00				\$10,000.00
3	7	English Learners Foster Youth Low Income	3.7 Student transition program and supports	\$136,614.08				\$136,614.08

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Foster Youth Low Income	4.1 CTE pathway expansion	\$36,714.00				\$36,714.00
4	2	English Learners Foster Youth Low Income	4.2 Secondary student success progress monitoring and coordination	\$111,925.00				\$111,925.00
4	3	All	4.3 High School counseling support	\$46,338.50				\$46,338.50
4	4	All	4.4 Expand Dual Enrollment Opportunities	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,771,525.69	\$1,771,525.69
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,771,525.69	\$1,771,525.69

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Regional Coordinators	Schoolwide	English Learners Foster Youth Low Income		\$500,233.00	\$500,233.00
1	5	1.5 Technology	Schoolwide	English Learners Foster Youth Low Income		\$405,857.41	\$405,857.41
1	6	1.6 Technology Support		English Learners Foster Youth Low Income	All Schools	\$166,573.28	\$166,573.28
1	8	1.8 Speech Pathologist	Schoolwide	English Learners Foster Youth Low Income		\$68,142.50	\$68,142.50
1	13	1.13 Student Study Teams and Intervention Support	Schoolwide	English Learners Foster Youth Low Income		\$14,258.00	\$14,258.00
1	14	1.14 Coordination of intervention, assessment, analysis, and achievement	Schoolwide	English Learners Foster Youth Low Income		\$235,407.24	\$235,407.24
2	2	2.2 Communication through multiple methods including website, newsletter	Schoolwide	English Learners Foster Youth Low Income		\$70,000.00	\$70,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	3.1 MTSS Program implementation and coordination	Schoolwide	English Learners Foster Youth Low Income		\$192,374.46	\$192,374.46
3	4	3.4 School Liaison for Foster and Homeless youth and students in crisis		Foster Youth	All Schools	\$3,565.00	\$3,565.00
3	7	3.7 Student transition program and supports	Schoolwide	English Learners Foster Youth Low Income		\$136,614.08	\$136,614.08
4	1	4.1 CTE pathway expansion	Schoolwide	English Learners Foster Youth Low Income		\$36,714.00	\$36,714.00
4	2	4.2 Secondary student success progress monitoring and coordination	Schoolwide	English Learners Foster Youth Low Income		\$111,925.00	\$111,925.00

