

Yav Pem Suab Academy

LCFF Budget Overview for Parents



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

CDS Code: 34 67439 0121665

School Year: 2023-24

LEA Contact Information: Vince Xiong

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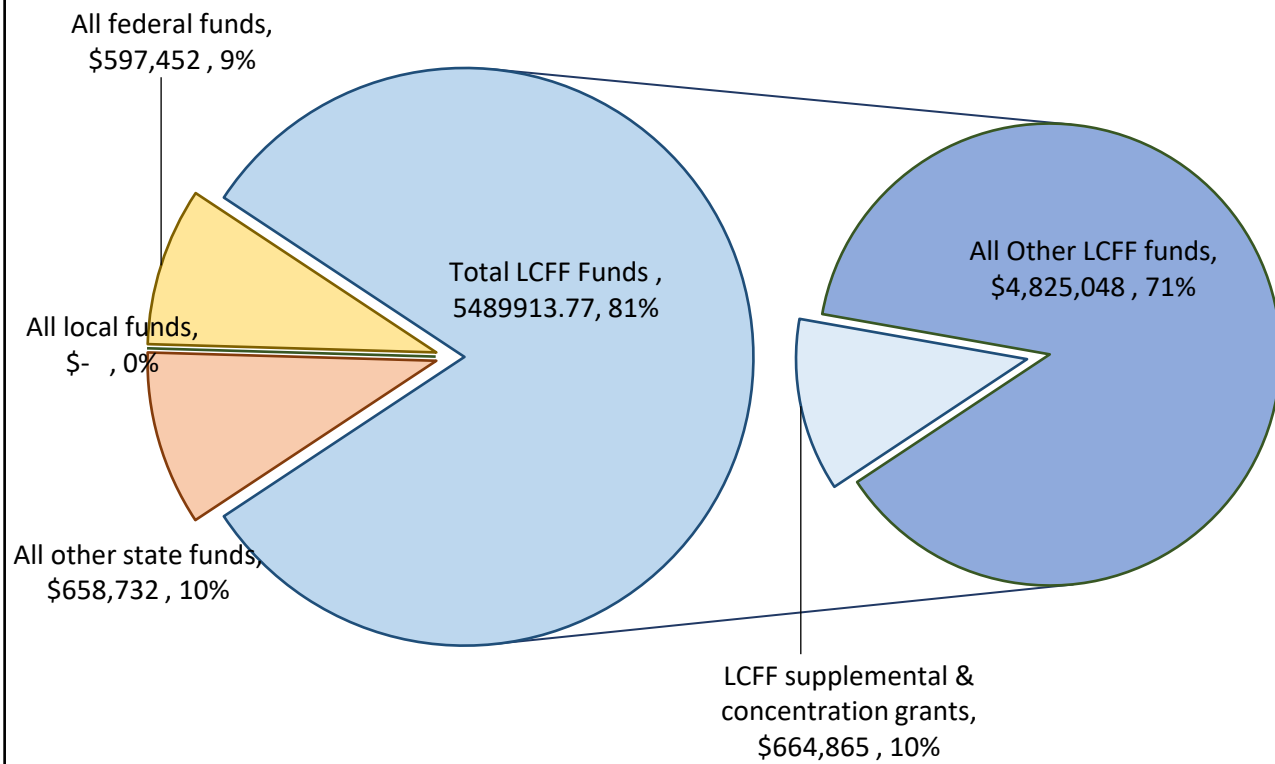
School Year: 2023-24

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

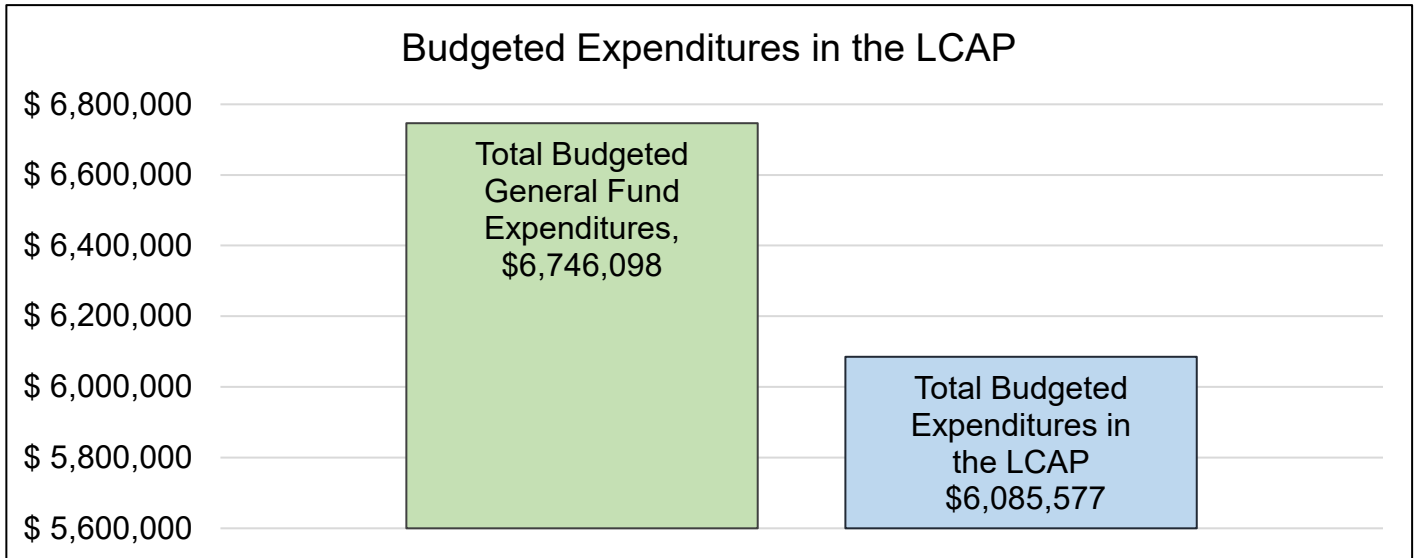


This chart shows the total general purpose revenue Yav Pem Suab Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yav Pem Suab Academy is \$6,746,097.71, of which \$5,489,913.77 is Local Control Funding Formula (LCFF), \$658,731.84 is other state funds, \$0.00 is local funds, and \$597,452.10 is federal funds. Of the \$5,489,913.77 in LCFF Funds, \$664,865.30 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yav Pem Suab Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yav Pem Suab Academy plans to spend \$6,746,098.00 for the 2023-24 school year. Of that amount, \$6,085,577.23 is tied to actions/services in the LCAP and \$660,520.77 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

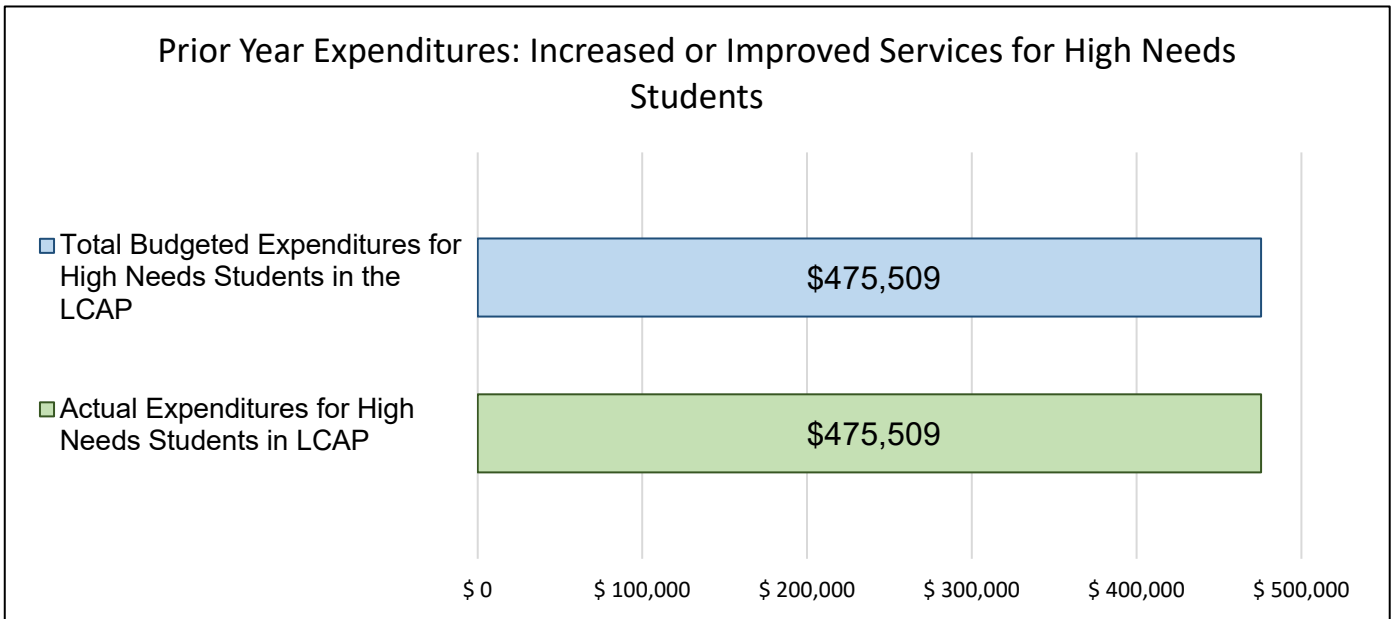
General fund budget expenditures for the school year which have not been included in the LCAP include costs primarily in the areas of rental, leases, noncapital improvements, operating and housekeeping expenditures, insurance, dues and membership, and communications.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Yav Pem Suab Academy is projecting it will receive \$664,865.30 based on the enrollment of foster youth, English learner, and low-income students. Yav Pem Suab Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Yav Pem Suab Academy plans to spend \$664,865.30 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Yav Pem Suab Academy 's LCAP budgeted \$475,509.00 for planned actions to increase or improve services for high needs students. Yav Pem Suab Academy actually spent \$475,509.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yav Pem Suab Academy	Vince Xiong, Principal	vince-xiong@urbancsc.org (916) 433-5057

Plan Summary [2023-24]

General Information

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

Yav Pem Suab Academy (YPSA) is a transitional kindergarten (TK) to sixth grade, direct-funded, independent charter school in Sacramento serving approximately 435 students. YPSA is member of the El Dorado Charter SELPA providing special education services to its own students. It operates on a Monday-Thursday, 8:00 a.m. – 5:00 p.m. instructional schedule using the Highly Effective Teaching (HET)/Body-brain compatible education model.

It provides services to underserved students such as English learners, low socioeconomic students, students with disability, and homeless and foster youth. There are three classrooms per grade level with a student to teacher ratio of 24:1 in grades K-6 and 20:1 in one TK classroom. Student demographics include 70% Asian, 5.9% Black or African American, 14.8% Hispanic or Latino, 1.9% White, 4.9% with two or more race, 0.5% Filipino, 0.2% Pacific Islander, and 1.9% unspecified.

Instruction in English Language Arts, Math, English Language Development, Social Studies, and Science occurs between 8:00 a.m. – 3:00 p.m. for first through sixth grade, and 8:00 a.m. - 2:00 p.m. for TK and Kindergarten. Students in first through sixth grade also participate in one hour of Hmong language development (HLD) and movement (dance, Tae Kwon Do, and physical education). During this time, general education teachers collaborate with their grade level teams to study data, develop lessons, and prepare teaching materials. In addition, one-to-one foundational literacy and numeracy skills intervention support is provided to students by instructional assistants.

Between 3:00 p.m. to 5:00 p.m., first through sixth grade students participate in the Achievement Through Technology (ATT) time block where they practice Common Core State Standards in the *MobyMax* adaptive online program. Concurrently, teachers participate in either professional development or prepping instructional materials and lessons.

Reflections: Successes

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

Between 2020 - 2022, many state and federal accountability requirements were more relaxed due to the impact of the COVID-19 pandemic. Consequently, Dashboard results were not available for those years to be reviewed and analyzed for student academic success determination.

As a result, the following data is used to measure success and progress instead:

1. **Spring 2021 CAASPP Results:** Forty percent (40%) met/exceeded standards in ELA; 28.51% met/exceeded standards in Math. These were increases from 33.34% and 20.93% respectively.
2. **Student Support Services for Students with IEPs:** Recruited and hired special education instructional aides to provide service minutes to support students with IEPs.
3. **Being-there Experiences:** Being-there experiences (studytrip/fieldtrip) for students resumed.
4. **Scheduled Grade Level Collaboration:** Weekly teacher collaborations were held with the principal to review student data to plan lessons for teaching and learning.
5. **On-site Dance Performances:** Trimester dance performances were held to provide students opportunities to showcase the movement skills they've learned in their dance class and build their confidence.
6. **EL Reclassification:** Seven and a half percent (7.5%) (10/123) ten English learners were reclassified to R-FEP in March 2023.
7. **NWEA Assessment:** Fifty-four percent (54%) of all kindergarten to second grade students scored at or above the 50th percentile in ELA Reading and 79% in Math.
8. **Teacher-created Assessment:** The March 2023 results show an average of 85% meeting or exceeding grade level expectations. This is a good indication that YPSA is exceeding its charter targets as shown below:

ELA	Math	SS	Science	Average	Goal
84%	84%	85%	88%	85%	80%

9. **Foundational Literacy and Numeracy Skills:** An average of 97.7% of students in TK-6 (435 students) have mastered their letters and sounds of the alphabet. Ninety-five percent (95%) of all students know their numbers 1-100; and 66% of all students have demonstrated mastery of sight words. Seventy-eight percent (78%) of students in first to sixth grade have mastered addition facts 0-20; 78% of students in second to sixth grade have mastered subtraction facts 0-20. Fifty percent (50%) of students in third – sixth grade have mastered their multiplication facts; and 44% of students in fourth – sixth grade have mastered their division facts.

Upper Case	Lower Case	Letter Sounds	Number ID (1-100)	Addition (0-20)	Subtraction (0-20)	Sight words	Multiplication	Division
98%	98%	97%	95%	78%	78%	66%	50%	44%

10. **Reading Fluency:** The results from the Reading Wonders grade level oral fluency passages show that 83% of the students are reading on-grade level.

11. **Professional Development:** Twenty-four (24) teachers participated in the ten body-brain element (instructional strategies expected in the charter) training/professional development. Fifty-eight percent (58%) of the teachers have demonstrated mastery of the body-brain elements; this is the highest number on record.

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.

Individual Learning Plans (Goal 1, Action 2): The components of the individual learning plan (ILP) were not implemented.

Teacher-created assessments: The accountability system was not implemented.

Reading Fluency: The goal is 100% readers by 3rd grade. Only 83% of the students can read at 3rd grade level according to the *Reading Wonders* oral fluency reading passages. There is a gap of 17%.

Professional Development (Goal 1, Action 2): While there is improvement in the percentage of teachers achieving mastery in daily agenda use and HET body-brain elements, teachers are still at various levels between low and high in the following areas:

HET Strategies

- Conceptual Curriculum Development
- MARC
- Levels of Sensory Input
- 8-Step Lesson Planning and Delivery (For new teachers)
- Data Collaborative Inquiry
- ILP
- SST
- Positive Classroom Management
- Disciplined Life

Subject Content

- Common Core State Standards
- ELA (Reading, Writing, Comprehension)
- ELD (ELD Framework, Integrated ELD, Designated ELD)
- ELD Standards and Framework
- ELD curriculum and instructional materials

- ELD instructional strategies
- Math
- Science (NGSS)
- Social Studies

Accountability System: Accountability is implemented at a beginning level which resulted in insufficient data to identify trends for decision making.

LCAP Highlights

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

The 2023-24 LCAP comprises of six goals focusing on highly qualified credentialed teachers, safe and well-maintained facilities, adequate resources to support staff for completion of their duties, student access to standards-aligned materials, increase of student academic results, and increased student attendance.

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

Finally, goals and metrics are supported by actions that include specific chronological steps from beginning of the first month through the last month of each school year.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

The process for engaging educational partners to complete the revision of the 2023-24 LCAP begins with a LCAP completion action plan that is aligned to the school's budget development calendar. It includes the feedback consideration of parents, staff members, Academy Council members, UCSC Finance Committee members, UCSC Board members, and members of the public.

These constituents provided their feedback through three parent meetings, four school staff meetings, four Academy Council meetings, and one UCSC Board public hearing. The partners engagement timeline is as follows:

Date	Time	Educational Partners
2/1/2023	4:00 – 5:00 & 5:30 – 6:30	Parents and teachers
2/14/2023	2:00 – 3:00	Support staff/Instructional Aides
2/22/2023	4:00 – 5:00 & 5:30 – 6:30	Parents and teachers
3/8/2023	5:30 – 7:30	Academy Council Members
3/21/23	5:30 – 7:30	Academy Council Members
3/23/2023	4:00 – 5:00 & 5:30 – 6:30	Parents and teachers
4/18/2023	5:30 – 7:30	Academy Council Members
4/20/2023	5:30 - 6:30	UCSC Finance Committee Members
5/4/2023	5:30 – 7:30	Academy Council Members and Members of the Public
5/8/2023	6:00 – 9:00	UCSC Board and Members of the Public
6/8/2023	5:30 - 6:30	UCSC Finance Committee Members
6/13/2023	6:00 – 9:00	UCSC Board and Members of the Public

A summary of the feedback provided by specific educational partners.

Feedback was provided as follow:

Teachers:

- Individualized professional development opportunities are to be considered
- Planning and collaboration time with the instructional aides
- Professional development and curriculum instructional material adoptions:
 - ELA (Reading, Writing, Small Group Instruction)
 - ELD (ELD Framework, Integrated ELD, Designated ELD, Instructional Materials and Strategies)
 - Math, Social Studies, Science Adoptions (Staggered adoptions to minimize stress and disruption)

- Transitional Kindergarten Curriculum and Instruction
- MobyMax
- ILP/SST/IEP process
- Non-evaluative peer observation and feedback
- Schedule interim assessments one month prior to parent-teacher conferences
- Improve assessment coordination for ELPAC, CAASPP, CAST, NWEA, MobyMax, and foundational skills

Hmong Language Development and Movement teachers:

- School visits to other Hmong language and Movement programs to do a comparative program study of Hmong language instruction/Movement.

Instructional Aides:

- A consistent phonics/phonemic awareness program is to be considered for schoolwide practice
- Students are to be rostered into the MobyMax platform prior to the first day of instruction
- PD/Training on process and procedures pertaining to the responsibilities of IAs are to be defined prior to Day One

Parents:

- PowerSchool Parent Portal
- Literacy, Math, and Science Night
- School Program Informational Workshops
 - Attendance
 - SART and SARB
 - Discipline
 - HET
 - LIFESKILLS
 - Charter Petition

Academy Council Members:

- Staffing positions are to be 100% filled
- Materials and resources to support staff work needs to be 100% available
- School facility must be cleaned to professional standards daily
- Staff are to be fully trained on health and safety procedures
- Safety drills are to be conducted in a serious manner and as scheduled

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

The following are aspects influenced by educational partners:

Goal 1, Action 2:

- Improve the individual learning plans (ILPs) to include a progress monitoring tool.
- ELD training to include the understanding of the ELD component of the *Reading Wonders* and ELD best practices.
- Instructional strategy participation and curriculum materials are implemented in transitional kindergarten (TK).
- Learning cluster coaching is provided by the school principal to individual classroom teachers for support in the implementation of small group instruction.

Goal 1, Action3:

- The special education program is fully staffed to serve students with Individual Educational Plans (IEPs).
- State and local assessments and programs are implemented according to assessment timelines and policies.

Goal 2, Action 2:

- iPads are purchased for new TK students.
- Reading Wonders ELD component is fully implemented schoolwide.

Goal 3, Action 1:

- The school facility is cleaned to specified standards established by the charter authorizer.
- Emergency drills and procedures are conducted and followed according to the school safety plan.

Goal 4, Action 2:

- Annual professional development series are identified and scheduled by the first day of the school year.
- Schoolwide non-evaluative peer-to-peer teaching observations and feedback plan is developed and piloted.

Goal 4, Action 4:

- CCSS taught in the classrooms to students are also assigned in MobyMax for their practice starting day one of the school year.

Goal 5, Action 2:

- Teachers participate in school visits to observe best practices at high performing schools.
- Instructional assistants implement a consistent schoolwide foundational literacy and numeracy skills practice.

Goal 5, Action 5:

- The ELO-P is implemented.

Goal 6, Action1:

- PowerSchool parent portal is available to parents.
- ClassDojo communication platform is utilized by school staff and parents.
- Parent participation is inclusive of the following workshops:
 - Attendance
 - SART and SARB
 - Discipline
 - Charter petition specific to the Highly Effective Teaching Model
 - MobyMax
 - PowerSchool Parent Portal

Goals and Actions

Goal 1

Goal #	Description
1	Credentialed teachers are employed and equipped with the knowledge and understanding of the YPSA charter petition to achieve its goals, outcomes, and objectives. (State Priorities 1, 2, 4, 5, 6, 7, 8)

An explanation of why the LEA has developed this goal.

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

Therefore, teachers are equipped with the knowledge, skills, and resources to design learning activities in their lesson planning process that yield high student academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Credential Log	100%	100%	100%		100% of teachers are credentialed
Classroom Walkthrough Observation Tool	0%	0%	95%		100% of strategies and knowledge from trainings and PDs are implemented in the classroom
Teacher Tool and Resource Inventory List	0%	0%	95%		100% of tools, resources, and materials received and utilized by teachers in the classroom
Active Employee Roster from Payroll System (Same as Goal 3,5 & 6)	0%	82.14%	83%		100% of support staff positions filled

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Employment and Assignment	<p>YPSA employs twenty-two (22) credentialed teachers to teach in TK-6 classrooms starting July 1.</p> <p>Credentials are reviewed at the time of hiring and annually prior to the issuance of the appointment letter in May. Appointment letters are issued to returning teachers by May 31st each year.</p> <p>When a vacancy occurs, recruitment and hiring are conducted in the following order:</p> <ul style="list-style-type: none"> • Posting of job announcement • Screening of applicants to ensure valid credentials • Interviewing by school level administrators and staff • Interviewing by business office personnel and the Superintendent • Conducting background and reference checks • Approving of the candidate by the Board <p>Following Board approval, the candidate is assigned to a grade level classroom according to their credential authorization by the school administrator or designee and goes through an onboarding process.</p>		Y
2	Knowledge of the Charter Petition	<p>During onboarding, and annually in May, employees read and sign the <i>Employee Commitment and Acknowledgement Form</i> indicating they have received, read, understood the content of the petition, pledged to abide by the philosophy of the charter petition, and will participate in trainings to master the skills and knowledge necessary to implement the charter.</p> <p>Teachers attend four days of mandatory professional development through out the school year to increase their knowledge and skills that are needed to implement the strategies, concepts, and ideas in the charter petition; and one day of mandatory staff meeting on school policies and procedures to manage their classrooms. During this meeting, instructional materials, keys, resources, technology, training information, and other materials needed for the classrooms are distributed.</p>		Y

Action #	Title	Description	Total Funds	Contributing
		<p>Additionally, teachers participate in the following professional development sessions throughout the year:</p> <ol style="list-style-type: none"> 1. HET Teacher Coaching & Support Cycle 2. HET Conceptual Curriculum Development 3. HET Learning Environment 4. Meaningful Content, Absence of Threat, Reflection Opportunity, and Context (MARC) 5. Individual Learning Plan (ILP) 6. Grade level collaboration 7. 8-Step Lesson Planning 8. Data Collaborative Inquiry 9. The 4 Rs 10. MobyMax 11. Reading Wonders ELD component 12. Instructional strategies and curriculum materials to support transitional kindergarten (TK) 13. High performing schools being-there visitations 14. New Teacher Induction 15. Educational Conferences & Workshops <p>Upon mastery of an element, a certificate will be issued.</p>		
3	Support Personnel and Resources	<p>The support-personnel listed below are employed starting July 1 and provided the tools and resources to support the performance of their duties.</p> <ol style="list-style-type: none"> 1. Superintendent 2. Chief Financial Officer/ Chief Business Officer 3. Administrative Secretary 4. Principal 5. Assistant Principal 6. Administrative Senior Clerk 7. Head Teacher 8. SPED Director 9. Education Specialist 10. Speech Pathologist 11. Five (5) Special Education Instructional Assistant 		Y

Action #	Title	Description	Total Funds	Contributing
		<p>Similarly, the governance and advisory bodies listed below are established starting July 1 and provided the tools and resources to support them in the performance of their governing duties.</p> <ol style="list-style-type: none"> 1. Urban Charter Schools Collective Board (UCSC) Board 2. Academy Council 3. English Learner Advisory Committee 		

Goal Analysis for [2022 - 23]

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.

There was one substantive difference in planned actions and actual implementation of these actions specifically pertaining to the active employee roster from the payroll system measuring support staff employment. Only 83% of the 100% targeted goal was achieved.

Recruitment efforts were limited to the following:

- Website
- Indeed
- Facebook (4 times)
- Marquee
- Internal Email to Staff (1 time)
- Communication to parents (flyers and school messenger (on vacancies 3 times this year)
- Community Events Recruitment (25 times)
- Word of Mouth Referrals (3 times)

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

There were material differences that occurred in budgeted and estimated actual expenditures related to actions 9-14 involving the hiring of administrative secretary, special education, and support staff. Of these actions, the hiring of one special education director and one speech pathologist did not occur as a result of a lack of candidates. To ensure there were no disruptions to student services, the Superintendent oversaw the operations of the special education program, working closely with the Education Specialist and staff members assigned by the El Dorado Charter SELPA. Nonpublic schools and agencies

certified by the California Department of Education were secured to provide services to students. Continue the effort to fill the Special Education Director and Speech Pathologist positions.

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

The actions contributing to the realization of the goal were effective. Consequently, 100% of the teachers employed were fully credential. The actions toward understanding of the charter petition, provision of the supported resources and tools, and skills were implemented. Teachers received tools to operate their classrooms.

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

There were no changes to the goal and metrics, however, the *Teacher Tool and Resource Inventory List* must be completed no later than the July mandatory staff meeting for returning teachers and during onboarding of new teachers. The list is to be reviewed by the school principal for completion bi-weekly.

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

Goal 2

Goal #	Description
2	California standards-aligned instructional materials (studytrips included) and technology applications on school devices are available to 100% of the students to access the learning of the Common Core State Standards. (State Priorities 1, 2, 4, 5, 6, 7, 8)

An explanation of why the LEA has developed this goal.

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

The metric and actions support the accountability to ensure students have the required learning materials. To fulfill this goal, the *Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record* are completed for each approved supply requisition.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Scope and Sequence Conceptual Curriculum Map (BSM)	<p>Every year in July, teachers are issued a grade level <i>Scope and Sequence Conceptual Curriculum Map (BSM)</i> to be used in guiding their teaching and planning for student learning.</p> <p>Following the teaching of each component, the teachers collaborate with the principal to go through a reflection process to determine the alignment of the instructional materials, standards, and strategies to revise the component and incorporate change ideas to the teaching for the next component as part of the continuous improvement cycle.</p>		Y

Action #	Title	Description	Total Funds	Contributing
		<p>The <i>BSMs</i> are revised by May 31st each year. A presentation of the revised updates and revisions is made to the Academy Council by the June meeting.</p> <p>Materials identified in the first component of the grade level <i>BSMs</i> are ordered starting the day following the Board approved preliminary budget in June.</p> <p>Component materials are received, recorded, and distributed to teachers at the mandatory staff meeting in July. Subsequent materials are ordered the first Tuesday, one month prior to the implementation of the component.</p>		
2	Technology Instructional Materials Distribution Plan	<p>In June, student laptops and iPads are inventoried and updated with the latest software programs by the school's technology services contractor. New devices are purchased to replace inoperable ones.</p> <p>A new set of 72 student laptops are ordered to replace outdated ones as part of the technology equipment roll-out plan in the intermediate grades. Additionally, 26 iPads are purchased and assigned for the new TK classroom.</p> <p>Before the first day of instruction, students are rostered into the following platforms and systems:</p> <ul style="list-style-type: none"> • MobyMax • Google G Suite • NWEA • CAASPP • CAST • ELPAC • Reading Wonders • Studies Weekly 	<p>\$136,662</p> <p>4000's - \$89,385</p> <p>5000's - \$42,277</p>	Y

Goal Analysis for [2022-23]

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.

There are substantive differences in the planned actions and implementation of the actions because maintaining and updating the accountability tools to measure progress of the actions were not completed.

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

Everything was expensed as planned except for the cost of inflation.

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

The planned actions resulted in 100% of students receiving their standards-aligned instructional materials, and technology tools and applications.

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

There were no changes to the goal and metrics, however, the *Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record* metric must be maintained and updated regularly to ensure students receive instructional materials and tools promptly throughout the year.

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

Goal 3

Goal #	Description
3	The school environment is safe, clean, and well-maintained in accordance with the HET learning environment expectations and body-brain teaching approach described in the charter petition to create a learning environment that activates the 19 body-brain sensory input that help students understand the concepts introduced in the classroom. (State Priorities 1, 4, 6, 7, 8).

An explanation of why the LEA has developed this goal.

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

A HET learning environment is an enriched environment that focuses sensory input-through all 19 senses-on the concept or skill to be learned. Maximizing sensory input is a fundamental HET goal when developing curriculum and planning instructional strategies for a number of reasons.

First, input through the senses is the brain’s only way to bring in information from the outside world; there are no shortcuts. Second, large amounts of sensory input enable students to grasp the concepts/information accurately and completely, thereby eliminating misunderstandings. Third, large amounts of sensory input is what causes physiological changes in the brain, resulting in the phenomenon of learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HET Environment Checklist	0% Completion	0% Completion	65%		100% of the school environment is safe, clean, and well-maintained
Active Employee Roster from Payroll System (Same as Goal 1,5 & 6)	100% Positions Filled	43% Positions Filled	57% (4 out of 7)		100% Custodial, Health, and Safety Positions Filled
Health & Safety Tool and Resource Inventory List	0% Received	0% Received	0%		100% Health and Safety Resources Received by Staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Daily Cleaning Schedule Checklist	0% Completion	0% Completion	27%		100% Scheduled Cleaning Tasks Completed Daily

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Maintenance Plan	<p>YPSA Charter strives to provide a safe and clean school. Two full-time custodial staff are employed starting July 1 to maintain a clean facility. Additional custodial services is contracted/employed to support with deep cleaning twice a year during the summer and winter break, and to support with regular cleaning as needed.</p> <p>Each May, custodial supplies and tools are purchased for the July deep cleaning.</p> <p>Routine cleaning is done according to a daily schedule and established state and local guidelines. Bi-weekly cleaning inspection is conducted by the custodial staff and principal or designee to ensure the goal is met.</p> <p>Custodial staff also read the preparation for the annual school fire safety inspection, Williams Review facility inspection, and support the monthly, quarterly, and semi-annual school safety drill practices.</p> <p>Student drop-off, pick-up, and street crossing areas set-up is completed before 7:00 a.m. and break-down after 5:30 p.m. daily.</p> <p>Custodial staff participate in health and safety professional development offered by the school, school district, or other agencies throughout the year.</p>		Y

Action #	Title	Description	Total Funds	Contributing
2	Health and Safety Plan	<p>A full-time Health Services Specialist-LVN, supported by a contracted “health supervisor,” and 4 part-time yard supervisors are employed starting July 1 to lead the school health and safety component. They are equipped with the training, materials, and resources to perform their duties and complete the annual required trainings pertaining to their positions.</p> <p>Additionally, these employees along with the school principal or designee acts as the safety team to revise the <i>Comprehensive School Safety Plan</i> annually and 42) submit it to Academy Council for adoption prior to the March 1 deadline. Moreover, the team is responsible to update the YPSA calendar with new dates for emergency drills, vision and hearing screenings, immunization verifications, and human growth and development.</p> <p>Finally, a school-wide student behavior assembly is held to go over <i>Discipline Life</i> processes and procedures, learning expectations, and Lifelong Guidelines and LIFESKILLS on the first day of school. Students not present the first day of school are expected to attend a make-up session on the contents shared at the assembly.</p>		Y

Goal Analysis for [2022-23]

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.

There is a substantive difference in the planned actions versus the actual implementation of the actions for three activities. The weekly cleaning inspection collaboration between the custodial staff and the principal occurred 8% during the school year. Another difference is that 50% versus 100% of the yard supervisor positions were filled, and a part-time LVN was employed versus a full-time LVN.

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

As a result of the unfilled vacancies, budgeted expenditures were less than actual expenditures.

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

The actions were implemented, however due to the limited data collected from the weekly cleaning inspection collaborations between the principal and custodial staff, it is difficult to determine the level of effectiveness specific to the actions in making progress toward the goal. As such, the actions can be deemed as needing improvement.

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.

Cleaning inspection collaborations between the principal and custodial staff are expected to take place on a weekly basis throughout the school year.

Additionally, contracted support service from an outside agency is secured to conduct monthly cleaning inspections and provide feedback to the principal and custodial staff to make progress toward goal attainment.

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

Goal 4

Goal #	Description
4	The CAASPP meeting and exceeding grade level standards for 3rd - 6th grade students are expected to increase from 40% to 65% in ELA, 28.51% to 55% in Math, 12.39% to 30% in ELPAC, and 13.46% to 30% in CAST to raise student academic achievement levels toward the charter goals. (State Priorities 1, 2, 4, 8)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Roadmap to Realization of the YPSA Vision Goals and Outcome Comparison Measurement Tool	0% meeting or exceeding standards	0%	41% in ELA 33% in Math 9% in CAST 22% in ELPAC		65% of students meeting or exceeding grade level standards on CAASPP ELA, 55% for CAASPP Math, 30% for CAST, and 30% for ELPAC
Professional Development Attendance Log	0% staff attending PD	0%	80%		100% of staff needing teaching and learning support receive professional development
ILP/SST Implementation Log for Tier 2 and 3 Students	0% ILP/SST Implementation	0%	44%		100% of students in Tier 2 and 3 receive an implemented ILP/SST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Student Practice Log	0% are practicing CCSS learning activities	0%	100%		100% of students receive practice of CCSS through MobyMax, CAASPP Interim, CAST Interim, and ELPAC Interim
Student Benchmark Data Results and Classroom Observation Feedback Log	0% of teachers using benchmark data	0%	0%		100% of teachers deliver lessons that are designed from benchmark data analysis sessions

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Collaborative Inquiry Process	<p>In early August or within 30 days of enrollment, the initial ELPAC assessment is administered to new students identified as speaking another language other than English through the enrollment process.</p> <p>The Spring Summative ELPAC assessment is administered to English learners between February 1 and May 31 each year. Those students meeting reclassification criteria are reclassified on or before the administration of the spring summative assessment and after the current year CAASPP on or before May 31st.</p> <p>CAASPP and CAST Summative Assessment 48) training sessions are provided to 3rd – 6th grade teachers in April for testing in May.</p> <p>In January a presentation is provided to classroom teachers to equip them with the knowledge, information, and skills to successfully administer the Interim CAASPP, CAST, and ELPAC. Beginning the last week of January through the first week of February.</p> <p>During the 52) weekly Monday collaboration meetings, teachers and school administrators learn and work together to identify student learning problems and create products or ways to solve them using any combination of</p>		Y

Action #	Title	Description	Total Funds	Contributing
		<p>summative, formative, and benchmark assessment. They 53) use the <i>Data Collaborative Inquiry Process</i> (a 4-steps continuous improvement cycle: Assess, Plan, Implement, and Reflect) to analyze assessment results for learning gaps. Teachers use the data to 54) design lessons, learning activities, and inquiries (activities where students can demonstrate what they have learned) to close the identified learning gaps in the next teaching cycle.</p> <p>Lesson plans 55) include learning activities that are aligned to <i>Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC</i> so that as many of the 19 sensory input can be activated during teaching to cause physiological growth in the student’s brain.</p> <p>At the conclusion of each component, 56) teachers evaluate their <i>Scope and Sequence Conceptual Curriculum Map</i> (Backward Standards Map) to ensure effective teaching and learning occurs according to their predictions and make revisions to the component for next school year. In addition, they 57) include any adjustments needed to add to improve the lessons in the next component.</p> <p>Finally, the administrator conducts bi-weekly walkthrough observations to ensure the lessons designed in the collaboration sessions are implemented and provide feedback to assist the teachers as a part of the continuous improvement cycle.</p>		
2	Subject Content Professional Development and Training for Teachers	<p>Beginning in July, teachers receive curriculum and professional development on ELA/ELD, Math, Social Studies and Science.</p> <p>Throughout the year, ELD professional development and training are provided during the mandatory professional development days to teachers.</p> <p>Follow-up classroom observations are conducted by the principal between August and October to collect teacher delivery data in the content subject areas.</p> <p>The data are analyzed for trends to be used for designing targeted training and professional development series for teachers. These trainings and professional</p>		Y

Action #	Title	Description	Total Funds	Contributing
		<p>development series are offered between December and May as a continuous improvement cycle to improve teaching and delivery.</p> <p>Additionally, non-evaluative peer observation opportunities are available to teachers as a way to increase their teaching and delivery.</p> <p>Finally, tailored coaching is provided to individual teachers as an overall support from the school administrator, designee, or consultant between January and June.</p>		
3.	ILP/SST Process	<p>The Individual Learning Plan (ILP) and Student Study Team (SST) professional development and training are provided to teachers by the second week in September in order to develop and implement ILPs for Tier 2 and 3 students. These plans are shared or reviewed at the first trimester parent teacher conference.</p> <p>Trainings include the classroom teacher initiating and convening a meeting to discuss the learning needs of the student, the role of the principal or designee, the student, and the parents. It also includes the use of data related to academic, social emotional, behavior, attendance; and other assessments such as NWEA, CAASPP, foundational skills, ELPAC, end-of-unit test, BPST, and the ILP goals, actions, timeline, and responsible persons.</p> <p>The plan is implemented collaboratively by the classroom teacher, parent, and student for an eight-week cycle. The team members meet every two weeks to review student academic achievement progress toward the established goals and make the necessary adjustments to improve the actions in the plan.</p> <p>For students not successful through the ILP process, a Student Study Team (SST) is initiated to provide the next level of support to ensure progress toward Tier 1 instruction.</p> <p>Team members required for the SST include additional staff members such as another teacher, nurse, and a certificated special education team member as needed.</p>	<p>\$0</p> <p><i>This work is done between 3-5 p.m., which is within the parameter of the teachers work hours as budgeted in Goal 1, Action 1</i></p>	Y

Action #	Title	Description	Total Funds	Contributing
		ILPs and SSTs records are included in the teacher articulation process and provided to next year's teacher on the last Thursday in May.		
4	Common Core State Standard Practice	<p>Students receive Common Core State Standards (CCSS) practice through California Assessment for Student Performance and Progress (CAASPP), California Science Test (CAST), and English language Proficiency Assessments for California (ELPAC) Interim Assessments. They also receive practice in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test and MobyMax adaptive online program.</p> <p>Access and administration training for NWEA is provided to teachers in August to prepare them for testing in October and February.</p> <p>The next cycle of interim assessments is scheduled for March. The 84) final cycle of interim assessment includes the NWEA MAP test, which is the only one scheduled for the last two weeks in May.</p> <p>MobyMax subscription is renewed by June for the upcoming school year. The platform and integration of the CCSS listed in the teacher lesson plans training is offered to staff in August.</p> <p>Starting the first day of instruction, from 3:00-5:00 p.m., students practice CCSS in MobyMax. Student participation is facilitated by instructional assistants using a real-time dashboard on large interactive panels or overhead projection on a screen in the classrooms.</p> <p>The instructional assistants continue progress monitoring and make adjustments to student assignments that align with the teacher's lesson plans throughout the school year.</p> <p>Lastly, awards are given to students in recognition of their achievements in 90) CAASPP Interim, CAST Interim, ELPAC Interim, NWEA MAP test, and MobyMax in November and March.</p>		Y

Goal Analysis for [2022-23]

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.

There are substantive differences in planned and actual implementation of the actions for 100% of teachers using benchmark assessment data to guide lesson planning and learning activities and 100% of students needing ILP/SST metrics.

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

Budgeted expenditures for contract professional development geared toward teachers and administrators were allocated but not expensed.

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

Actions were effective, however, the results for summative CAASPP, CAST and ELPAC are not yet available as of May 10, 2023.

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.

Staff and administrators receive a review of the charter expectations. Agreement to the expectations means they understood the content of the petition, pledged to abide by the philosophy of the charter petition, and will participate in training to master the skills and knowledge necessary to implement the charter.

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

Goal 5

Goal #	Description
5	<p>Grade level formative and benchmark academic achievement for TK-6 students are meeting and exceeding grade level standards as follows:</p> <ul style="list-style-type: none"> • NWEA <ul style="list-style-type: none"> ○ 54% to 65% in NWEA ELA ○ 79% to 90% in NWEA Math • Teacher Formative/Criterion Reference <ul style="list-style-type: none"> ○ ELA from 84% to 90% ○ Math from 84% to 90% ○ Social Science from 85% to 90% ○ Science 88% to 90% • HLD from 82% to 90% • PE from 80% to 90% • Dance from 87% to 90% • Tae Kwon Do 88% to 90% • Foundational Skills (meeting grade-level expectations) 50% to 80% • Moby Max <ul style="list-style-type: none"> ○ 58% to 80% in Moby Max ELA ○ 71% to 80% in Moby Max Math • Readers by 3rd Grade from 86% to 100% <p>(State Priorities 2, 4, 7, and 8).</p>

An explanation of why the LEA has developed this goal.

The charter sets out to raise academic achievement for underserved students because, historically they have underperformed, when compared to the general student population as measured by standardized assessments at local district schools. As such, providing varied opportunities to enhance student learning and confidence such as the body-brain education approach, Hmong language and culture, and movement such as hip-hop dance and Tae Kwon Do, students have a greater chance to continually increase their academic achievement.

With this approach, students are equipped to realize the vision and the mission set for them as a lifelong learners and LIFESKILLED leaders who contribute to making the society a better place for everyone to live in.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Tool and Resource Inventory List (Purchase of a data management system) (Same as Goal 1)	0% purchased and distributed	0% purchased and distributed	50% (represents the purchasing part of the desired outcome)	Removed from Goal 5 as a metric	100% resource material, and tools purchased and distributed
Active Employee Roster from Payroll System (Same as Goal 1,3 & 6)	100% positions filled	43% positions filled	73%	Removed from Goal 5 as a metric	100% positions filled
Professional Development Attendance Log (Same as Goal 4)	0% staff attendance	0% staff attendance	100%	Removed from Goal 5 as a metric	100% of staff attending professional development based on needs
Student Benchmark Data Results and Classroom Observation Feedback Log (Same as Goal 4)	0% teacher implementation of lessons	0% teacher implementation of lessons	0%	Removed from Goal 5 as a metric	100% of teachers deliver lessons that are designed from benchmark data analysis sessions
YPSA Master Spreadsheet for Recording Standards-Based Formative and Benchmark Assessments	Baseline data for this metric is currently not available until June 2022	0% students meeting expectations for formative, benchmark, and Readers by 3 rd Grade expectations	87%		100% of students are meeting the established outcomes of 80% for formative and 80% for benchmark assessments, and 100% for Readers by 3 rd Grade
ILP/SST Implementation Log for Tier 2 and 3 Students (Same as Goal 4)	0% students have ILPs 100% of students have SSTs	100% students have ILPs 100% of students have SSTs	44%	Removed from Goal 5 as a metric	100% of students in Tier 2 and 3 receive an implemented ILP/SST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELO-P Intervention and Enrichment Program Schedule and Class Rosters	0% of interested students receive intervention and enrichment	0% of interested students receive intervention and enrichment	100%		100% of students who qualify for ELO tutoring and enrichment receive the service opportunity.
Student and Staff Formative and Benchmark Academic Achievement Recognition Log	0% students and staff received awards	0% students and staff received awards	0%		100% of students and staff receive at least one recognition in one of the categories.

Actions

Action #	Title	Description	Total Funds	Contributing
1.	Support Personnel and Resources	<p>The school hires the following staff members beginning July 1:</p> <ol style="list-style-type: none"> 1. Three (3) HLD Teachers 2. Three (3) Movement Teachers 3. Twenty-two (22) General Education Instructional Assistants (IAs) <p>At the mandatory staff meeting in July, instructional materials, keys, resources, technology, training information, and materials needed or required for teaching and learning are distributed to each staff member.</p> <p>By August 1, the school administrative team collaborates with <i>Frontline Student Analytics Data Management System</i> to finalize the data charts (reports) that capture trends of the formative assessments listed below. Concurrently, data is inputted and maintained on the existing data spreadsheets until the <i>Frontline Student Analytics Data Management System</i> is fully functional.</p> <ol style="list-style-type: none"> 1. Teacher Formative/Criterion Reference (Teacher-created) <ol style="list-style-type: none"> a. Core b. HLD c. PE d. Dance e. Tae Kwon Do 2. MobyMax 3. Readers by 3rd Grade 4. NWEA 		Y

Action #	Title	Description	Total Funds	Contributing
		<p data-bbox="667 107 970 139">5. Foundational Skills</p> <p data-bbox="621 181 1633 289">In October, staff (Administrators, Core, HLD, Movement, IAs) receive training on the new data management system to read and understand the reports generated from the system.</p> <p data-bbox="621 331 1633 438">In November, teachers, in their grade level collaborations, use the data reports to set goals and design lesson plans as a continuous improvement cycle to improve teaching and learning for students.</p> <p data-bbox="621 480 1633 545">Additionally, training to operate the system is provided for teachers throughout the year on an as needed basis.</p> <p data-bbox="621 587 1633 695">By March 31st, the data management system is evaluated for its impact on school personnel to make decisions toward goal attainment. 104) Renewal is based on a positive evaluation.</p> <p data-bbox="621 750 1633 857">For the IAs, they collect foundational skills baseline data for the categories listed below on new students by the third week of their attendance and record into the Foundational Literacy and Numeracy data Excel spreadsheet:</p> <ul data-bbox="680 899 1260 1240" style="list-style-type: none"> • Uppercase Letters • Lowercase Letters • Letter Sounds • Number Recognition • Addition Facts • Subtraction Facts • Multiplication Facts • Division Facts • 1,000 Fry’s High Frequency Sight Words <p data-bbox="621 1282 1633 1390">Once baseline data collection is completed, students who have not yet mastered the skills receive one-to-one intervention support. When mastery of the skills occurs, the Foundational Literacy and Numeracy data Excel spreadsheet is</p>		

Action #	Title	Description	Total Funds	Contributing
		updated to reflect the new information. Every Thursday, student data is reviewed, and new goals are identified to be achieved for the following week.		
2.	Professional Development and Training for Administrators and Teachers	<p>Beginning in September, administrators and teachers (<i>general education, HLD, and movement</i>) receive professional development on how to develop and implement standards-based assessments (<i>ELA, Math, Social Studies, and Science for core teachers and Language and Physical Education for HLD and Movement</i>) to measure standards taught for each of the components in the <i>Scope and Sequence Conceptual Curriculum Map</i>.</p> <p>Teachers are also offered opportunities to visit other schools and attend conferences to learn best practices for developing and implementing classroom standards-based assessments and other teaching strategies.</p> <p>The principal monitors the implementation of the assessments in the classroom and provides tailored feedback and coaching support to teachers as part of the continuous improvement process. This phase starts in the latter part of September and goes through June.</p> <p>The data collected from the monitoring phase are used in the <i>Data Collaborative Inquiry Process</i> by teachers and administrators to identify learning gaps of the teachers. The gaps are used to determine the additional training sessions needed for understanding so teachers can be able to develop standards assessments independently.</p> <p>Based on successful implementation of the standards-based assessments, teachers revise their BSMs to include the changes. The revision process is completed by May 31st each year.</p> <p>To ensure success in this process, professional consultants are provided to support the administrators.</p>		Y

Action #	Title	Description	Total Funds	Contributing
3.	ELO-P Intervention and Enrichment Program	<p>Starting in July, the ELO-Program staff is hired trained in intervention, enrichment, and safety. Educational partners are contracted to provide additional intervention and enrichment services.</p> <p>One hundred percent (100%) of the "known" students identified in Tier 2 and Tier 3 according to the criteria for ILPs and/or unduplicated pupils, are 120) invited to participate in the program in June for the 2023-24 program.</p> <p>At the same time, students outside of Tier 2 and Tier 3 and/or unduplicated pupils are also invited to participate in the enrichment component of the program.</p> <p>Program operations materials, equipment, and contracted services are purchased or secured starting in July and as needed throughout the year.</p> <p>Students finishing their programs successfully receive a certificate of completion.</p>	<p>\$43,807</p> <p><i>1000's - \$7,200</i></p> <p><i>2000's - \$25,200</i></p> <p><i>3000's - \$3,407</i></p> <p><i>4000's - \$8,000</i></p>	Y
4.	Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results	The students demonstrating outstanding (grade level expectation) academic achievement performance are recognized (certificate of recognition) weekly, as they meet or exceed the targeted expectations described in this goal.		Y

Goal Analysis for [2022-23]

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

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

Actions related to the following three metrics were planned but not acted on:

- Student and Staff Formative and Benchmark Academic Achievement Recognition Log
- Student Benchmark Data Results and Classroom Observation Feedback Log
- Teacher Tool and Resource Inventory List

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

Budgeted expenditures was not enough to cover the actual cost due to the higher rates billed by substitute service contractors for instructional assistant vacancies. IA vacancies were filled by contracted service resulting in expenditures greater than budgeted.

Also, there is a difference in the planned versus actual percentages of improved services as explained below:

- One hundred percent (100%) of the resource materials and tools were purchased and distributed as planned, however records of purchases and distribution to staff was not completed. Therefore, no specific percentage of achievement can be accounted for.
- One hundred percent (100%) of teachers are implementing the lessons developed from the grade level collaboration planning sessions, however zero data was recorded on the *Student Benchmark Data Results and Classroom Observation Feedback Log*.

- Collaboration planning sessions were originally planned for two hours a day between 3:00 p.m. – 5:00 p.m., four days a week. It changed to one hour of collaboration per day to occur between 8:00 a.m. – 3:00 p.m., four times a week. It also decreased from four hours per week to one hour per week.

- Furthermore, there was also inconsistency in the practice of the *Data Collaborative Inquiry Process*, which resulted in a lack of follow through to develop lessons that were tied to the data trend emerging from the data analysis process. The observation feedback log (this metric is found in Goal 4) was also impacted because it was dependent on the completion of the lessons.

- The problem was due to different topics being introduced at the collaboration meetings each week that impacted the lesson observation feedback log. This resulted in 0% accomplishment.

- In the one hundred percent (100%) of students and staff receive at least one recognition in one of the *Formative and Benchmark Academic Achievement* categories metric, 0% was achieved. The problems were the lack of forming a committee to initiate the action and inconsistency of implementing the award recognition.

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

Although some of the actions were not initiated as explained in the *Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services* section above, 93% of the planned targets did significantly increase toward the goal. Lifelong Guidelines/LIFESKILLS is the only category lacking data because there was an absence of a tool to measure progress.

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.

For the following year, the Lifelong Guidelines/LIFESKILLS in the goal and five metrics are removed because they are already part of the teaching and learning program or captured in the other goals.

Another change is the ELO-P Intervention and Enrichment Program in Action 5. The description is updated to support the transition from a pilot to a more structured program.

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

Goal 6

Goal #	Description
6	Average daily attendance (ADA) is increased from 89% to 98%. (State Priorities 3, 4, 5, 6, 7, 8).

An explanation of why the LEA has developed this goal.

YPSA believes that students cannot learn and become high performing if they are not in their classroom seats every day. Furthermore, California Compulsory Education Law requires school aged children between the ages of 6 – 18 to attend school. Moreover, the YPSA Charter Petition stipulates an average daily attendance of 98% as a goal that has a direct impact on LCFF funding, which is fundamentally important to the sustainability of school operations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Active Employee Roster from Payroll System (Same as Goal 1,3 & 5)	100% positions filled	100% positions filled	100%	Removed from Goal 6 as a metric	100% positions filled
PowerSchool SIS and School Messenger Contracts	100% of PowerSchool SIS contract and school messenger secured.	100% of PowerSchool SIS contract and school messenger secured.	100%		100% of PowerSchool SIS contract and school messenger secured
Student Absence Parent Contact Log & Power School Teacher Daily Attendance Submission	0% staff executing the steps in the attendance process and procedures accurately	0% staff executing the steps in the attendance process and procedures accurately	50%		100% of staff can execute the steps in the attendance process and procedures
Power School Weekly Attendance Report	0% absence data is accurate	0% absence data is accurate	100%		100% of the daily attendance record is current

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Power School Monthly ADA/ADM by Grade Level	95.60% daily attendance achieved	90.69% daily attendance achieved	89%		98% daily attendance obtained

Actions

Action #	Title	Description	Total Funds	Contributing
1.	Attendance Plan	<p>One attendance clerk is employed starting July 1 and is provided professional development in <i>The Breakthrough Coach</i> and other trainings as required to perform the job.</p> <p>The Attendance Clerk is responsible for the general office duties including the review and update of daily student records, perfect attendance awards, assemblies, truancy letters, SART/SARB hearing coordination; and local, state, and federal reports.</p> <p>The <i>PowerSchool</i> Student Information System and <i>Intrado Communications</i> are renewed each year in June to maintain student attendance records and send communications to parents and staff.</p> <p>The PowerSchool parent portal is available for parents to access their student grades, assignments, and communication with teachers. In addition, 130) ClassDojo is used as a communication platform for staff and parents to share school news and assignments.</p> <p>Teachers take attendance by 9:30 a.m. daily. An automated message is sent home to parents of students who are absent for the day no later than 12:30 p.m.</p> <p>In addition, teachers call parents of those students who are absent for the day to check on the well-being of the student and encourage daily attendance. During the call, teachers assist with the <i>YPSA Parent/Guardian Absence Verification Form</i>, if it had not been completed by the front office, share any information on loss of learning opportunities, and discuss how the learning can be made up.</p>	<p>\$61,131</p> <p>2000's - \$37,131</p> <p>3000's - \$12,341</p> <p>5000's - \$11,660</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>After three failed attempts, school administrator or designee conducts a home visit to do a wellness check and secure a completed absence verification form if it had not been completed by the front office or teachers.</p> <p>School Attendance Review Team (SART) letters are sent to parents of students with three or more unexcused absences in accordance with the attendance policy in the <i>Yav Pem Suab Academy Parent Scholar Handbook</i>. School Attendance Review Board (SARB) begins on the sixth unexcused absence at the board level for the appropriate action to address the student's truancy.</p>		
2.	Attendance Recognition Program	<p>At the beginning of the school year, and during the back-to-school night event, teachers inform their parents about the importance of daily attendance, attendance recognition program, and criteria for receiving the award every month throughout the school year. Information for this award is also sent home and posted on the website and social media for parents who are not present at back-to-school night to keep them inform.</p> <p>The first perfect attendance recognition for students receiving 98% or higher begins the first week of September. The same recognition repeats every month throughout the school year.</p> <p>Parents of students who receive this recognition also receive a signed commendation letter from the principal or designee acknowledging their efforts to support their student(s).</p> <p>A photograph of the student is taken during the recognition ceremony and posted on the <i>YPSA Perfect Attendance Wall of Fame</i> in the cafeteria, ClassDojo, the school website, and Facebook page to promote and showcase their commitment to learning by having perfect attendance.</p> <p>Students receiving repeated recognition receive a star next to their photos already posted on the wall of fame. Each student can potentially receive up to 10 stars next to their picture, representing 10 months of perfect attendance.</p>	<p>\$500 Object Code(s): \$1,000– 4000</p>	Y

Action #	Title	Description	Total Funds	Contributing
		Students receiving 10 stars are entered into a drawing to win a grand prize in June. The grand prize is announced by the school in September.		
3.	Parent Involvement & Engagement	<p>Parent involvement takes place in the following activities throughout the school year:</p> <p>School Events and Functions</p> <ul style="list-style-type: none"> • Back-to-School Night • Parent Teacher Conference • Trimester Performances • Being-There and Being-Here Study Trips • Open House • End of Unit Celebrations, • Multi-Culture Celebrations <ul style="list-style-type: none"> ○ Hmong American Day ○ Black History Month ○ Lunar New Year Celebration ○ Hispanic Heritage Month <p>Also, parent engagement is encouraged at school. Parents collaborate with school staff to generate the following educational workshops to support student achievement:</p> <ul style="list-style-type: none"> • Literacy, Math, and Science Night • Attendance, SART and SARB • Lifelong Guidelines and LIFESKILLS • Discipline • Charter Petition • PowerSchool Parent Portal • MobyMax <p>In addition, parents participate in advisory and decision-making governing bodies such as the Academy Council (AC) and English Learner Advisory</p>		

Action #	Title	Description	Total Funds	Contributing
		Committee (ELAC) to contribute ideas toward school operations that impact student learning.		

Goal Analysis for [2022-23]

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.

One substantive difference in the planned action was the non-implementation of the Student Absence Parent Contact Log. Zero parent contacts were logged, which resulted in 0% completion.

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

Planned percentages of improved services was 98% and actual percentages of improved services was 89% as of P-2, dated March 30, 2023.

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

The actions were somewhat effective in maintaining attendance, however, it was not enough to achieve the targeted goal of 98%.

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.

After meeting with educational partners, ideas to include school home communication emerged. In support of the ideas, additional tasks are added to Actions 1 and 3. In addition, the school is gearing up to fully implement the *Student Absence Parent Contact Log* by logging in actual parent contacts of student absences.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$664,865	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.11%	0.00%	\$0.00	12.11%

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

Required Descriptions

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

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

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

English learners are identified through the home language survey questions in the enrollment registration form/packet or through teacher showing evidence of the student’s ability to follow directions to complete assignments using another language (student’s other language other than English) other than English. Students in one of these situations receive an initial ELPAC test to determine their English language proficiency levels.

The language level is communicated to the classroom teachers to be used as a source to determine the strategies needed for assisting the students to access the curriculum in the classroom. In addition, student services are reevaluated using the results from the annual *Summative ELPAC* assessment to continually improve the strategies used to ensure they are successful. Students receiving ELD support but continue to underperform go through the SST process to

identify additional support that is beyond their English language needs. When unsuccessful, the students are advanced to the next level of support in the school's special education program.

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

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

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

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

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

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

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

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,085,577	\$ -	\$ -	\$ -	6,085,577	\$ 5,322,028	\$ 763,549

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Employment and Assignment	All	\$ 2,194,401	\$ -	\$ -	\$ -	\$ 2,194,401
1	2	Knowledge of the Charter Petition	All	\$ 75,534	\$ -	\$ -	\$ -	\$ 75,534
1	3	Support Personnel and Resources	All	\$ 1,360,336	\$ -	\$ -	\$ -	\$ 1,360,336
2	1	Scope and Sequence Conceptual Curriculum Map (BSM)	All	\$ 135,000	\$ -	\$ -	\$ -	\$ 135,000
2	2	Technology Instructional Materials Distribution Plan	All	\$ 127,032	\$ -	\$ -	\$ -	\$ 127,032
3	1	Facility Maintenance Plan	All	\$ 156,908	\$ -	\$ -	\$ -	\$ 156,908
3	2	Health and Safety Plan	All	\$ 156,901	\$ -	\$ -	\$ -	\$ 156,901
4	1	Data Collaborative Inquiry Process	All	\$ 8,776	\$ -	\$ -	\$ -	\$ 8,776
4	2	Subject Content Professional Development & Training for Teachers	All	\$ 37,500	\$ -	\$ -	\$ -	\$ 37,500
4	3	ILP/SST Process	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Common Core State Standard Practice	All	\$ 184,157	\$ -	\$ -	\$ -	\$ 184,157
5	1	Support Personnel and Resources	All	\$ 1,145,255	\$ -	\$ -	\$ -	\$ 1,145,255
5	2	Professional Development and Training for Administrators and Teachers	All	\$ 24,500	\$ -	\$ -	\$ -	\$ 24,500
5	3	ELO-P Intervention and Enrichment Program	All	\$ 361,022	\$ -	\$ -	\$ -	\$ 361,022
5	4	Student and Staff Recognition Program for Outstanding Formative and Benchmark	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	1	Attendance Plan	All	\$ 99,592	\$ -	\$ -	\$ -	\$ 99,592
6	2	Attendance Recognition Program	All	\$ 15,413	\$ -	\$ -	\$ -	\$ 15,413
6	3	Parent Involvement & Engagement	All	\$ 3,250	\$ -	\$ -	\$ -	\$ 3,250

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,489,914	\$ 664,865	12.11%	0.00%	12.11%	\$ 6,085,577	12.11%	122.96%	Total:	\$ 6,085,577
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 6,085,577

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Teacher Employment and Assignment	Yes	Schoolwide	All	School	\$ 2,194,401	0.00%
1	2	Knowledge of the Charter Petition	Yes	Schoolwide	All	School	\$ 75,534	0.00%
1	3	Support Personnel and Resources	Yes	Schoolwide	All	School	\$ 1,360,336	0.00%
2	1	Scope and Sequence Conceptual Curriculum Map (BSM)	Yes	Schoolwide	All	School	\$ 135,000	0.00%
2	2	Technology Instructional Materials Distribution Plan	Yes	Schoolwide	All	School	\$ 127,032	0.00%
3	1	Facility Maintenance Plan	Yes	Schoolwide	All	School	\$ 156,908	0.00%
3	2	Health and Safety Plan	Yes	Schoolwide	All	School	\$ 156,901	0.00%
4	1	Data Collaborative Inquiry Process	Yes	Schoolwide	All	School	\$ 8,776	4.00%
4	2	Subject Content Professional Development & Training for Teachers	Yes	Schoolwide	All	School	\$ 37,500	8.11%
4	3	ILP/SST Process	Yes	Schoolwide	All	School	\$ -	0.00%
4	4	Common Core State Standard Practice	Yes	Schoolwide	All	School	\$ 184,157	0.00%
5	1	Support Personnel and Resources	Yes	Schoolwide	All	School	\$ 1,145,255	0.00%
5	2	Professional Development and Training for Administrators and Support Personnel	Yes	Schoolwide	All	School	\$ 24,500	0.00%
5	3	ELO-P Intervention and Enrichment Program	Yes	Schoolwide	All	School	\$ 361,022	0.00%
5	4	Student and Staff Recognition Program for Outstanding Formative Assessments	Yes	Schoolwide	All	School	\$ -	0.00%
6	1	Attendance Plan	Yes	Schoolwide	All	School	\$ 99,592	0.00%
6	2	Attendance Recognition Program	Yes	Schoolwide	0	School	\$ 15,413	0.00%
6	3	Parent Involvement & Engagement	Yes	Schoolwide	All	School	\$ 3,250	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support

comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 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 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions

continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This

is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

LCFF Carryover Table

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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