



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Motivated Youth Academy

CDS Code: 37-68213-0129668

School Year: 2022-23

LEA contact information:

Bill Dobson

Interim Director

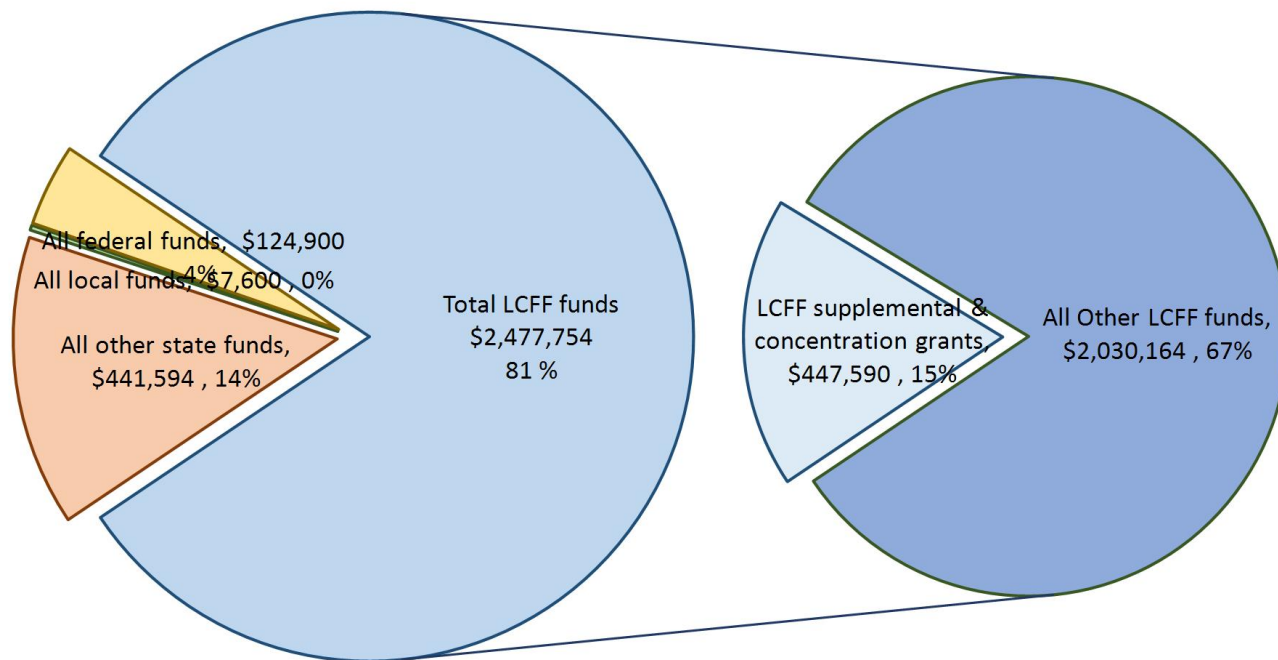
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2022-23 School Year

Projected Revenue by Fund Source

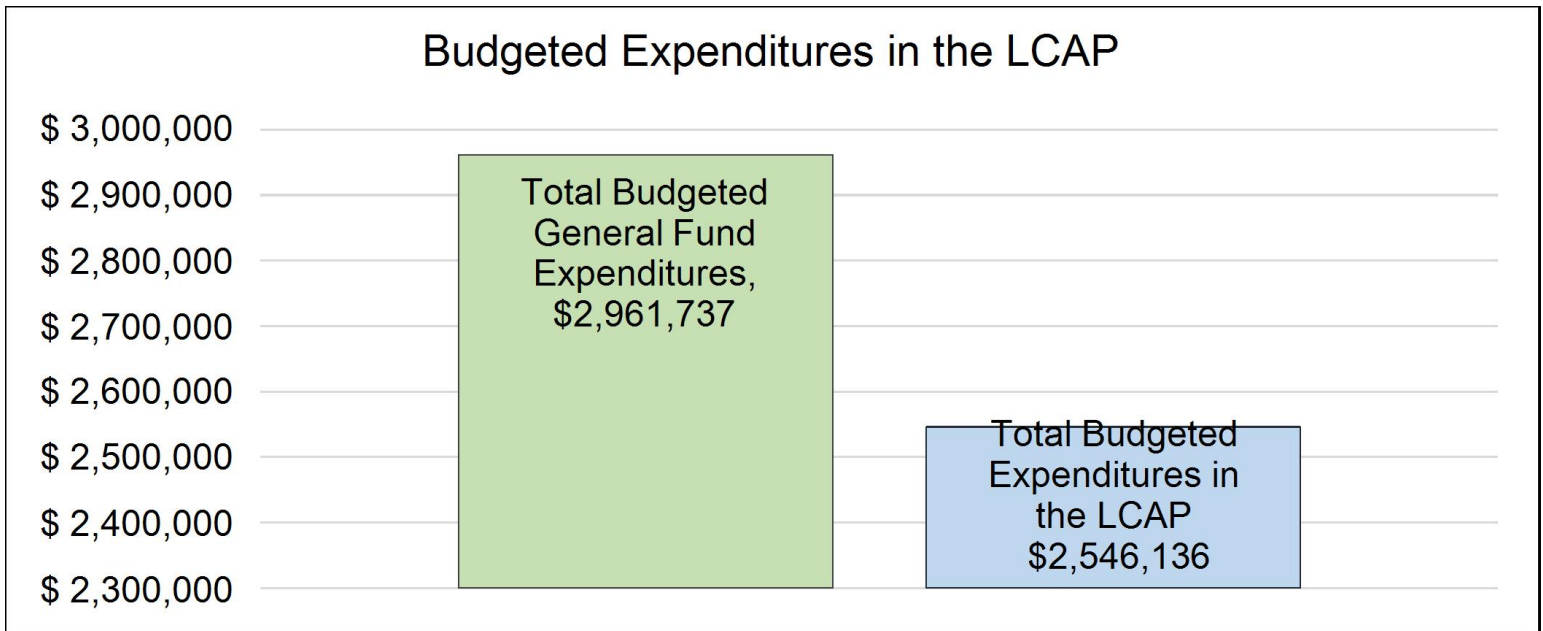


This chart shows the total general purpose revenue Motivated Youth Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Motivated Youth Academy is \$3,051,848, of which \$2,477,754 is Local Control Funding Formula (LCFF), \$441,594 is other state funds, \$7,600 is local funds, and \$124,900 is federal funds. Of the \$2,477,754 in LCFF Funds, \$447,590 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 Motivated Youth Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Motivated Youth Academy plans to spend \$2,961,737 for the 2022-23 school year. Of that amount, \$2,546,135.96 is tied to actions/services in the LCAP and \$415,601.04 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

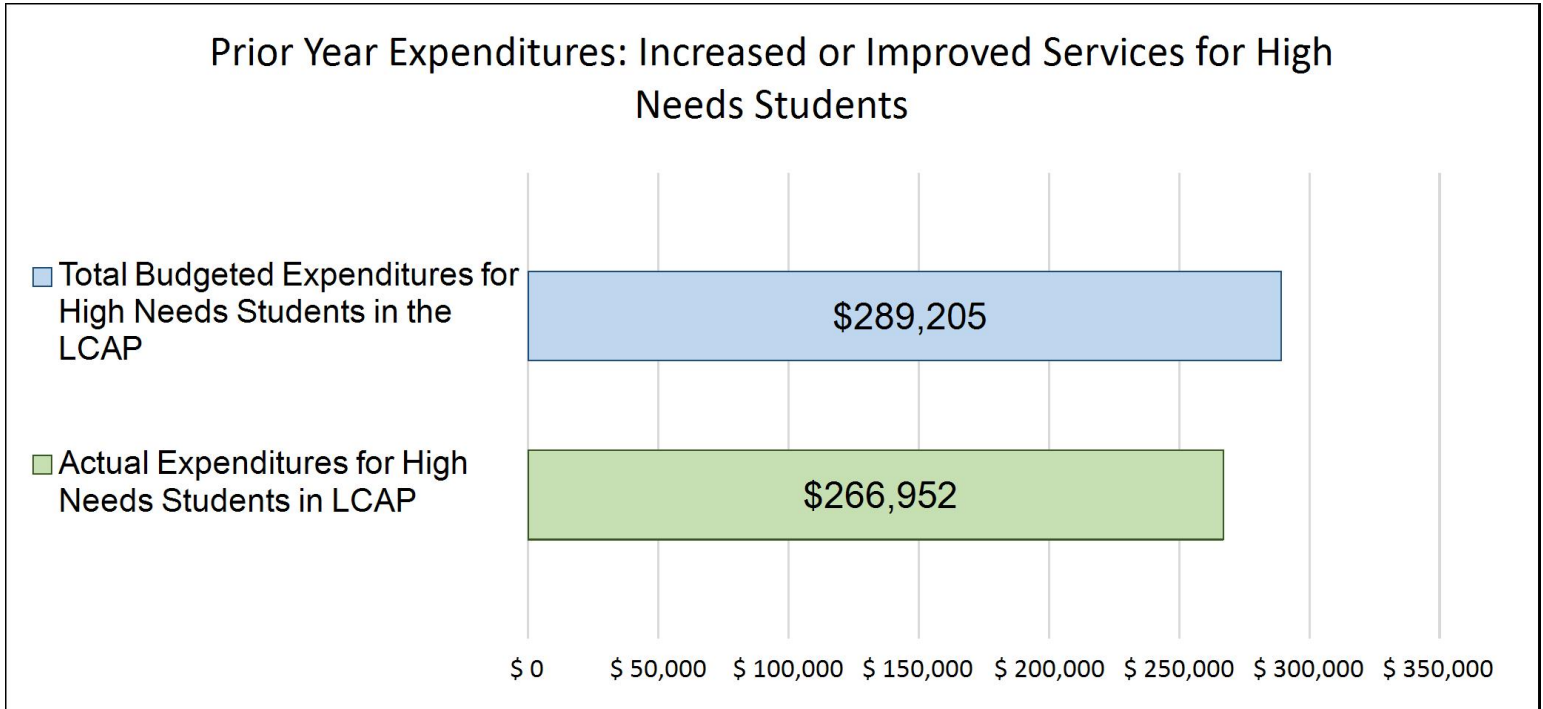
General educational and operational expenses to operate the school's educational program on top of the targeted areas outlined in the LCAP.

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

In 2022-23, Motivated Youth Academy is projecting it will receive \$447,590 based on the enrollment of foster youth, English learner, and low-income students. Motivated Youth Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Motivated Youth Academy plans to spend \$690,219 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Motivated Youth Academy's LCAP budgeted \$289,204.60 for planned actions to increase or improve services for high needs students. Motivated Youth Academy actually spent \$266,951.51 for actions to increase or improve services for high needs students in 2021-22.

Due to the Covid pandemic, there was a decrease in the Content Area Specialists time with students which resulted in -\$21,566.49



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Motivated Youth Academy	Bill Dobson Interim Director	bdobson@myacademy.org 619-

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In 2021-22 Motivated Youth Academy Charter School did not receive funds under the Budget Act of 2021, therefore there was no allocation in the LCAP.

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

Motivated Youth Academy Charter School Concentration Grant = \$133,887 for FY22 - UPP 67.23% Hired a .5 FTE since the beginning of the school year to provide direct support to students who fall in the unduplicated count.

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

Motivated Youth Academy Charter School (MYA) continuously engages its educational partners with the development and updates of the school's LCAP. In addition, MYA has meaningfully consulted with its educational partners to solicit input and feedback on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impact of distance learning during the COVID-19 pandemic.

MYA's Executive Director, Director, Teachers, and Parents participated in multiple educational partner meetings. These provided opportunities to share and for educational partners to contribute input in the LCAP. Staff meetings and individual parent meetings were held to develop partnerships with educational partners regarding the actions/strategies in school needs assessments and plans.

Process for engaging stakeholders in the planning and decision making:

Educational partner input surveys and meetings were held on March 29th, May 3rd and May 20th. MYA solicited input from all educational partners regarding the actions and expenditures included in the school plan. Several opportunities for educational partner involvement occurred through various committees, teacher/parent meetings, surveys, and public governing board meetings. Information about opportunities to contribute were communicated through MYA's school newsletter, school website, social media, emails, and weekly teacher/family meetings.

Staff Input Meeting: 8/17/21

Educational Partner Input Meeting: 8/2/21 - 8/6/21

ESSER III Expenditure Plan Support and Input from Special Projects Coordinator and Director of Fiscal Services: 7/28/21, 7/29/21, 7/30/21

ESSER III funds received in FY22 - no other one-time monies were received in this current fiscal year.

Cares Act Funds (ESSER I, II, III, LLMF, CRF) received in FY20-21 - expenditures were reported in July to CDE (GEER I)

LLMF is used for technology to help students with distance learning.

Hiring communications staff to help with website and create ways to reach students virtually to improve communication with students (direct contact).

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

Motivated Youth Charter School is a NCB school (Enriched Virtual Model of Blended Learning) - No Safety Plan was required to be submitted. ESSER III expenditure plan was submitted and is aligned with the LCAP: Individualized support, Technology: Course Access, Guidance Counselor, Possibility Project.

The success is that attendance has been improved and the graduation rate has increased.

The challenge has been maintaining the consistency of a learning environment due to COVID-19 pandemic.

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

Motivated Youth Academy Charter School LCAP url: <https://myacademy.org/local-control-and-accountability-plan-lcap/>

Motivated Youth Academy Charter School ESSER III Plan url: <https://myacademy.org/local-control-and-accountability-plan-lcap/>

ESSER III

Motivated Youth Academy Charter School’s 2021-22 LCAP is a comprehensive plan focused on improving student outcomes. The additional ESSER III funds received in 2021-22 school year are in alignment with the school’s 2021-22 LCAP as follows:

LCAP 2.3: Technology: Course Access. Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.

LCAP 4.4: Guidance Counselor: Academic Interventions: The Guidance Counselor will ensure that struggling students will receive the needed interventions that include the opportunity for test preparation.

LCAP 4.8: Counselor: Student Engagement: Counseling is available for the planning of post-secondary goals, connecting students to the Possibility Project and other post graduation opportunities.

LCAP 4.2/SPSA 2.2: Individualized Support: Focus on transitioning middle to high school students. Provide intensive, individualized support - preventing dropout in secondary schools.

LCAP 1.4, SPSA 1.4: Professional Development: Professional development for teachers to equip them with information and resources to better serve their students and functioning family groups. Includes Honoring Our Similarities: (Trainer of Trainers in The Third Option Similarity Training that is an approach that teaches people how to develop loving relationships by honoring our similarities while celebrating our individual uniqueness).

LCAP 2.4: Student/Parent Engagement: Frequent contact with students and parents to check on student and family health/mental health, communicate wrap-around services available, and to update parents and students on student progress.

LCAP 2.9: Attendance/School Climate: We will identify, monitor, and support students who are struggling with regular attendance.

Tiered intervention that includes the Teacher of Record, Assistant Director, Student Services/Data Management Specialist.

LCAP 4.7: Student Engagement: A monthly bus pass, YMCA membership and food cards are issued for students in need.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Motivated Youth Academy	Bill Dobson Interim Director	bdobson@myacademy.org (619) 393-9378

Plan Summary [2022-23]

General Information

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

Motivated Youth Academy (MYA) Charter School is a non-classroom based California public charter school authorized by the Mountain Empire Unified School District in San Diego County. MYA serves traditional age students in grades TK-12 and young adults ages 19-24. The school has been open since July 1, 2014 and is accredited by the Western Association of Schools and Colleges through June 30, 2026. MYA is privileged to participate in the Handle with Care program administered by the San Diego County District Attorney. MY Academy participates in SDCOE ongoing training programs as well: Project Safe is a program for the education of the prevention of Human Trafficking and Creating Opportunities and Preventing and Eliminating Suicide (COPES is a Suicide and Prevention program).

Motivated Youth Academy was featured in the California Charter Schools Association Publication., "California's Non-Classroom Based Charter Schools, Best Practices and Program Specialties, 2020-21."

Motivated Youth Academy is WASC Accredited through June 30, 2026. WASC Accreditation is a statement to the community and educational partners that the institution is reputable, trustworthy, and committed to ongoing improvement.

On CBEDS day 2021-22, Motivated Youth Academy reported an enrollment of 151 students. This includes the enrollment of 71.5% socio-economically disadvantaged, 12% English Learners, 21.2% Special Education, 2.6 % Homeless, and 0% Foster Youth. 58.9% of students enrolled in Motivated Youth Academy are Hispanic. Last year 70% of our students meet the at-risk/at-promise categories, designating us as

a Dashboard Alternative School Status (DASS). This year, 70% of our students met the criteria; therefore, this year we are designated as Dashboard Alternative School Status (DASS).

MY Academy believes that families and schools are valued and trusted educational partners who share in the commitment to and the responsibility of the education of students and fosters strong partnerships between home, community and school. MY Academy is for families and students looking for education delivered in a highly personalized teacher-supported model. seeking a much different option to the traditional education model. MY Academy is for students who are behind on credits, disconnected from school, want to graduate early, need a flexible schedule due to non school responsibilities, or simply desire a non-traditional learning environment. The culture of MY Academy believes that educational success depends on positive student engagement and high levels of interaction with content, instructors, and resources. This interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded. Students enroll in MY Academy who reside in the residential boundaries of MEUSD as well as Imperial, Riverside, Orange and San Diego Counties.

Students in grades 6-12 can select from either an Enriched Virtual Model of Blended Learning or an Online Model of instruction while an Independent Home Study Model is available to students in grades TK-5. Our goal is to provide students with a personal approach to learning through a high-quality Independent Study program. We utilize a blend of online, textbook and teacher-created curriculum to ensure we meet the individual needs of our students, as well as, prepare them to be College and Career ready.

MY Academy continues to grow in popularity because of the schedule friendly options available for students to attend school. Each customized schedule may include three categories of instruction; in person, synchronous (live) and asynchronous (recorded).

In person instruction occurs when you meet face to face with the teacher. These meetings are held once per week in the community where you live, at public facilities like libraries, community centers or resource centers. Synchronous (live) teaching and learning online happens by mutual arrangement between the student, family and teacher. Asynchronous learning does not require real time interaction. Content is available to access when the students schedule allows. Students and families who prefer only a virtual school experience may select the synchronous (live) online and asynchronous (recorded) online options.

The Enriched Virtual model of blended learning allows students the flexibility of virtual learning combined with personalized 1:1 instruction from a credentialed teacher. Learning sessions are face-to-face; the teachers go to the students and meet with them in their communities, at libraries, community centers, and similar public facilities, providing students and families choosing this option the best of both worlds.

Our independent study program offers three pathways to graduation; At-Promise, College and Career, and Credit Recovery. MYA offers multiple calendars each year to provide students and families greater flexibility to pursue interests and take advantage of opportunities. A robust course catalog includes UC/CSU a-g coursework and initial eligibility class lists that are accepted by the NCAA and NAIA.

At MY Academy, we know how important it is to provide our students with a personalized course of study, which is why every MYA student gets a “MY PLAN” - Motivated Youth Personalized Learning Adventure Now. This is developed based on their own interests and support

levels. Our staff provides the support every student needs to reach their goals. That's one of the many reasons students thrive at MYA - working from home, on the road, or anywhere their experiences and adventures take them.

Mission Statement

MY Academy believes in equity, inclusivity, academic excellence, hope, service, feedback, and gratitude. Our mission is to create an equitable and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community.

Core Values

All are welcome

We celebrate the small things

We choose hope

We are servant leaders

Feedback is critical

Reflections: Successes

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

What we are most proud of:

Motivated Youth Academy Charter School recognizes that regular student attendance is essential in academic achievement, reducing high school dropout rates, completing A-G pathways and improving graduation rates and preparing students for lifelong success. Maintaining student engagement requires successful partnerships of all educational partners, including students, families, teachers and staff in the planning and review of individual student growth. All MYA students complete local assessments each school year at the beginning of their learning experience in the school. The academic component of these assessments are aligned with MYA's base curriculum and provide data on student performance in math, language arts, and reading comprehension. Additionally students complete SEL assessments providing information from a Strengths Assessment, MIDAS Aptitude Profile, Habits of Mind Profile and the RIASEC Interest Profile. All of these local assessments provide data to all educational partners that is used in the development of each student's individual learning plan. MYA maintains regular, ongoing communication with all educational partners to create a positive school climate where all students feel valued and respected, and part of MY Academy's culture.

Dataquest: 0% Suspension Rate

Dataquest: 0% Expulsion Rate

MY Academy is grounded in the belief that our educational partners are valued and trusted partners who share in the commitment and responsibility of educating our students. MY Academy's most recent educational partner input survey results demonstrated a 100% Overall Satisfaction rate with the school and a 100% Connected to School: Feels safe, valued and respected rate.

Course Completion Rates continue to provide evidence of student engagement and learning. This highlights the work of all staff to support students and families in their quest to achieve successful student outcomes. MY Academy staff regularly participates in professional development focusing on the social emotional needs of each student, their lived experiences and the communities they live in. The learning environment at MY Academy allows staff to easily pivot and deliver instruction that is contemporary, culturally relevant, standards aligned, and interesting to students. Teachers participate in bi-monthly workshops to share best practices, common challenges and student successes in core subject areas of English, Social Science, Math and Science.

MYA is a partner in the Possibility Project which allows MYA students to earn their high school diploma while getting a head start on a career. Through the Possibility Project students can access services such as career counseling and coaching, job search assistance, drafting resumes and cover letters, and more.

MY Academy staff continued to be a critical hub for connecting students and families with the community. Food resources, housing, health services, social emotional services, and employment services are among the many wrap-around community resources the MY Academy staff, including the assistant director, school counselor and teachers, connect students and families with. MY Academy continues to participate in the San Diego District Attorney's Handle With Care program. Additional student wellness supports provided by MYA include participation in Project SaFE and COPES.

We will maintain or build on our success by continuing our focus on providing student support and monitoring to achieve success:

2020-21 DASS Graduation Rate: 93.3%

2020-21: 67.4% (43, 4 year cohort students), Graduates Meeting UC/CSU Req: 3.4%, Graduates earning Golden State 9%

2019-20: 40.0% (35, 4 year cohort students), Graduates Meeting UC/CSU Req: 14.3%, Graduates earning Golden State 14.3%

2018-19: 39.6% (48, 4 year cohort students), Graduates Meeting UC/CSU Req: 15.8%, Graduates earning Golden State 5.3%

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.

Any state indicator for which performance for any student group was two or performance levels below the "all student" performance:

Based on a review of data, the Chronic Absenteeism rate is our identified area of need.

My Academy was not immune to the impacts of the COVID-19 pandemic during the 2020-2021 school year. Chronic absenteeism rose to 28.5%. Through root cause analysis, we identified that access to wrap around services and community support plays a significant role in attendance. The impact was most evident in grades 9-12 where 1 out of three students was chronically absent. Significant differences in Chronic Absenteeism rates appear between student groups in grades 9-12. The low rate among American Indian and Alaskan natives may in part be attributable to MYA's relationship with the Campo, Kumeyaay, Education Center. The Education Center is located adjacent to the Tribal Headquarters which serves as the cultural and social hub of the community and provides wrap around services that includes food,

health care, and social and emotional support. The identified need is for MY Academy to connect MYA students and families to the similar services in their communities.

2020-21 Chronic Absenteeism by Student Group:

Group: (# enrolled), (# in chronic absenteeism count) (percentage of students in the student group in chronic absenteeism count)

All: (203), (55) 28.5%

Hispanic: (96), (33) 35.5%

Af Am: (6), (3) 50%

White: (63), (15) 25.9%

Socioeconomic:(135), (45) 35.7%

Students with Disabilities: (36), (10) 28.6%

DataQuest Chronic Absenteeism Data by Grade Level

9-12 Grades 36.7%

9-12 Grade Hispanic or Latino 44.4%

9-12 Grade Af Am (*)

9-12 Grade White 37.5%

9-12 Grade American Indian or Native Alaska 11.8%

In response to the data and the identified need, MYA will add a Student Success Coordinator to provide access, to All students, including English Learners, other unduplicated student groups, and students with disabilities. by strengthening connections between teachers, content area specialists, counselors, and the school psychologist, as well as connect students and families to community wrap around services, to provide an equitable learning environment where barriers are identified and services are provided to overcome them.

4.5 will be a new action: The Student Success Coordinator will facilitate comprehensive access to all students, including English Learners, other unduplicated student groups, and students with disabilities by strengthening connections between teachers, content area specialists, counselors, and the school psychologist, as well as connect students and families to community wrap around services, to provide an equitable learning environment where barriers are identified and services are provided to overcome them.

As a result, Goal 4, Action 7 will be modified: Upon request, a monthly transit pass, SD County YMCA membership and lunch at the Campo Education Center are provided as needed.

LCAP Highlights

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

Goal 1 - Motivated Youth Academy (MYA) will improve the academic achievement of students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts, mathematics and reading comprehension to promote progress of all

students, including English Learners, other unduplicated student groups, and students with disabilities. Goal 1 is a Broad Goal: Supporting students to achieve, the goal and actions/services focuses on continual monitoring of each student's academic achievement. Individual student data will be used to identify struggling students, which will result in appropriate interventions being put into place that will be designed to create successful student outcomes. These supports are an important component of preventing learning gaps, closing learning gaps and to the success of MYA students. Exact Path, CAASPP, ELPAC, and end of course assessments are all metrics MYA will monitor to ensure students are on track to graduation.

Goal 1 Addresses the following State Priorities:

State Priority 1) Basic: Student access to standards-aligned instructional materials, Qualified and Effective teachers, Professional Learning

State Priority 2) State Standards: Implementation of state adopted academic content and performance standards

State Priority 7) Course Access: Adopted course of study grades 1 - 6 in Core Subjects

State Priority 4) Performance on standardized tests,

State Priority 8) Pupil Outcomes: Adopted course of study grades 7 - 12 in Core Subjects

Goal 2 - Promote a positive school climate: Decrease chronic absenteeism by increasing student engagement, recruit and retain highly qualified teachers, identify and monitor students struggling with regular attendance, professional development on social, emotional and mental health needs of students and staff, professional development in cultural awareness, training in Youth Mental Health First Aid. Goal 2 is a Maintenance Goal: MYA recognizes that students who attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement, and connectedness to attain a high average daily attendance.

Goal 2 Addresses the following State Priorities:

State Priority 1) Basic: Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate

State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning

State Priority 4) Performance on standardized tests,

State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Culture and Climate

State Priority 6) School Climate: Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Goal 3 - Establish connections and partnerships with students and families: Educational Partner input and engagement through community participation, build relationships by providing safe, positive, inclusive and accessible learning environment; translated reports, statements or records as needed. Goal 3 is a Maintenance Goal: Establishing connections and partnerships in education with MYA students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

Goal 3 Addresses the following State Priorities:

State Priority 3) Parental Involvement: Effort to seek parent input, promotion of parent participation in programs for unduplicated students and special needs subgroups

State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates

State Priority 6) School Climate: Sense of Safety and School Connectedness. Equity: Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.

Goal 4 - Graduation from high school and access to College and Career Technical Education: Postgraduate student success plan for developing a comprehensive College and Career readiness program and to increase CTE opportunities and to connect young adults to community resources and agencies, School Counselor and Intervention Specialist to monitor and support students and teachers. Goal 4 is a Broad Goal: With a focus on supporting students to achieve their goal of high school graduation, and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. Continual monitoring of student data to identify struggling students and interventions is important to the success of students, helping them stay on pace with course completion and on track to graduate. Graduation Rate, College/Career Prepared and CTE participation are all metrics MYA will monitor to ensure students are on track to graduation and to achieve their post graduation goals.

Goal 4 Addresses the following State Priorities:

State Priority 1) Basic: Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate

State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning

State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates

State Priority 6) School Climate: Sense of Safety and School Connectedness. Equity: Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.

State Priority 7) Course Access: Adopted course of study grades 1 - 6 in Core Subjects

State Priority 8) Pupil Outcomes: Adopted course of study grades 7 - 12 in Core Subjects

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Research shows that one of the best tools for student success depends on family and community involvement in student education. MY Academy engages in collaboration with our educational partners to engage, connect and utilize partnerships to work jointly to identify strategies that benefit our students.

Approach to engaging our Educational Partners

The scheduling of LCAP Input meetings were planned in collaboration with our Educational Partners.

Timeline of Process:

Staff: Monthly meetings on Monday's at 1:00 p.m. staff collaboration zoom meetings

Leadership: Weekly meetings on Friday's at 9:00 a.m.

Staff is engaged in the review of the school wide goals for opportunities to provide input prior to finalizing the LCAP. This review and input occurs at each of the staff monthly meetings on Monday's at 1:00 p.m.

Collaboration topics:

Establishing a Parent Advisory Committee, Teacher Advisory Committee and Student Advisory Committee

Increase parent understanding for the need of student assessments

Expand CTE: Create student leadership opportunities

Identify internships and job shadowing programs for students

Provide "real-world" work environment field trip opportunities

Focus on teaching study skills and helping students set personal goals

Professional development to support students who have dealt with loss or trauma

Interim Director and Special Projects Coordinator: Every Wednesday at 8 a.m. school plans, LCAP collaboration zoom meetings

Interim Director and Finance Director: Every other Monday at 11 a.m. collaboration zoom meetings

MY Academy works with community partners such as the Possibility Project, Project Safe, Handle with Care, Respect Project, COPES, and the Campo Education Center to align MY Academy strategies and goals to facilitate student success. These meetings occur weekly, quarterly, annually, or as needed.

Input meetings for the Annual Review of the LCAP Mid Year Report, LCAP Input Survey Results, LCAP draft goals and actions/services:

SSC Meetings: 11/15/2021, 12/2/21, 2/17/22, 4/21/22, 5/19/22

SSC Mid Year Report Input: February 17, 2022

SSC LCAP Input: 5/19/22

SELPA Review of LCAP: 5/20/22

School Board LCAP Mid Year Report, Supplement to the LCAP and Budget Overview: February 10, 2022

School Board Public Meeting LCAP Draft Input: June 16, 2022

School Board Public Meeting LCAP Approval: June 23, 2022

A summary of the feedback provided by specific educational partners.

Analysis of educational partner input (ideas, trends, or inputs):

The results of the MYA stakeholder input surveys provided our staff with an opportunity to identify trends in what stakeholders are saying about MY Academy and to collaborate on best practices to continue to support student success.

Parent Input Survey Participation with Students in Student Groups:

61.5% None

7.7% Foster Youth

7.7% Low Socioeconomic

23.1% English Learner

Parent Input Survey Participants Ethnicity:

46.2% White

23.1% Hispanic/Latino

7.7% Two or More

7.7% Filipino

15.4% American Indian

91.7% of survey respondents overall, feel satisfied with their child's school.

91.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining academic goals.

91.7% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.

Educational Partner Input trends:

Satisfaction and appreciation for the school program and teachers.

Director Response to Input:
Continue to refine student support meetings and timely parent communication.

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

How the educational partner input influenced the development of the LCAP:

The Director response to input resulted in modification of action 2.4, Frequent contact with parents in order to update them on student progress and notify them of events to: 2.4 Timely parent communication with parents to support student progress and to notify them of events.

The Executive Director responded in writing to the stakeholder input March 16, 2021. The response was communicated through the SSC meeting April 21, 2022.

Goals and Actions

Goal

Goal #	Description
1	We will improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts, mathematics and reading comprehension to promote student progress of All students, including English Learners, other unduplicated student groups, and students with disabilities.

An explanation of why the LEA has developed this goal.

Broad Goal that is focused on improving performance across a wide range of metrics:

With a focus on supporting our students to achieve, the goal and actions/services focuses on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of MYA students and preventing learning gaps. Exact Path, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track to graduation.

Typically, the Motivated Youth Academy Charter School students arrive extremely credit deficient, seeking a high school diploma. Once enrolled in our school, keeping those students on track for graduation is a goal. More than 70% of our students meet the at-risk categories, as a result, Motivated Youth Academy Charter School has achieved the Dashboard Alternative School Status (DASS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement: CAASPP ELA	Baseline will be set with 2022-23 CAASPP Results	MYA did not participate in CAASPP ELA, 2021			2% increase in met or exceeded from 2022-2023
Student Achievement: CAASPP Math	Baseline will be set with 2022-23 CAASPP Results	MYA did not participate in CAASPP Math, 2021			2% increase in met or exceeded from 2022-2023
Student Achievement: CAASPP Science	Baseline will be set with 2022-23 CAASPP Results	MYA did not participate in CAASPP Science, 2021			Decrease 0 - 49th NPR 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					MYA will measure student ELA outcomes using the CAASPP
Student Achievement: Exact Path ELA - Diagnostic 2	<p>Exact Path ELA Diagnostic 2 - 2020-21</p> <p>Overall</p> <p>0-24th 11%</p> <p>25-49th 15%</p> <p>50-74th 25%</p> <p>75-99th 50%</p> <p>English Learners</p> <p>0-24th 17%</p> <p>25-49th 11%</p> <p>50-74th 39%</p> <p>75-99th 33%</p> <p>Socioeconomic</p> <p>0-24th 9%</p> <p>25-49th 27%</p> <p>50-74th 18%</p> <p>75-99th 45%</p> <p>Special Ed</p> <p>0-24th 15%</p> <p>25-49th 35%</p> <p>50-74th 25%</p> <p>75-99th 25%</p>	<p>The Exact Path was originally administered at the local level so we could obtain measurable student data in place of the CAASPP.</p> <p>Considering the Social Emotional needs of students, families and staff we will go forward with a focus on CAASPP preparation for students and staff and will not utilize the Exact Path Diagnostic assessment.</p> <p>In the Spring of 2022, MYA will participate in the ELA CAASPP.</p>			2% increase in met or exceeded from 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement: Exact Path Math - Diagnostic 2	<p>Exact Path Math Diagnostic 2 - 2020-21</p> <p>Overall 0-24th 23% 25-49th 29% 50-74th 21% 75-99th 27%</p> <p>English Learners 0-24th 5% 25-49th 37% 50-74th 37% 75-99th 21%</p> <p>Socioeconomic 0-24th 25% 25-49th 25% 50-74th 33% 75-99th 17%</p> <p>Special Ed 0-24th 43% 25-49th 30% 50-74th 13% 75-99th 13%</p>	<p>The Exact Path was originally administered at the local level so we could obtain measurable student data in place of the CAASPP.</p> <p>Considering the Social Emotional needs of students, families and staff we will go forward with a focus on CAASPP preparation for students and staff and will not utilize the Exact Path Diagnostic assessment.</p> <p>In the Spring of 2022, MYA will participate in the Math CAASPP.</p>			<p>Decrease 0 - 49th NPR 2% MYA will measure student Math outcomes using the CAASPP</p>
Student Achievement: English Language Proficiency Assessment for California (ELPAC)	Baseline will be set with 2021-22 Results	In order to protect student privacy, data is suppressed because 10 or fewer students tested.			2% increase in the ELPAC levels toward Reclassification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 2 State Standards: Implementation of State Standards and access to curriculum-aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	<p>Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p>			MYA will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach			Maintain 100% of teachers are appropriately credentialed for the courses they teach

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials			MYA will maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement - Student Achievement	1.1 We will increase the academic achievement and engagement of All students by engaging in in-depth analysis of student assessment to provide effective instruction and a challenging and engaging independent study program.		No
1.2	Monitoring Student Progress - Student Achievement, School Counselor	1.2 The School Counselor will monitor low income pupils, Foster Youth, English Learners, and Student with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST, or IEP team (LI, FY, EL, SWD)		Yes
1.3	Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)	\$131,225.00	No
1.4	Professional Development	1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their	\$33,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and functioning family groups (parents, extended family members, educational rights holders).		
1.5	Parent Training - Parent Involvement Prof Dev	1.5 Provide parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification process, teaching students with disabilities, and literacy at home. (ALL, EL, SWD, FY, LI).		Yes
1.6	Learner Outcomes - Student Achievement	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students) (CSI)		No
1.7	Other Student Outcomes - SWD test participation, Certificated and Student Success Coordinator	1.7 The Motivated Youth Academy Charter School Performance Indicator Review(PIR) plan will continue to monitor for progress of the planned strategies/activities to improve the 81.82% participation rate of Students with Disabilities (SWDs) in ELA and Mathematics CAASPP tests.		No
1.8	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	1.8 Targeted interventions for students struggling to meet grade level proficiency.	\$263,314.00	Yes
1.9	Academic Achievement - Student Achievement - Student Success Coordinator	1.9 Student Success Coordinator	\$110,470.00	Yes

Goal Analysis [2021-22]

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

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

Through collaborative review of the Goal 1 actions, action 1.5 was identified as an area for growth for MY Academy. To enhance parent training, learning opportunities and workshops, the Wednesday Wisdom platform has been established to communicate weekly information such as CAASPP testing and why it is important that students are prepared and should participate in the required state testing; targeted training for EL parents about ELPAC and ELD; school policies and procedures; enrollment and re-enrollment procedures; parent and family engagement; parents right to know; school, parent and student compact; and opportunities for parents to participate in SSC and input meetings.

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

A material difference in budgeted expenditures are a reflection of the lifting of COVID restrictions and a projected increase in enrollment.

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

Effectiveness of Goal 1, Actions: With a focus on the improvement of the academic achievement of all students, the effectiveness of (1.1) in-depth analysis of student performance through an MYA created academic achievement assessment; the results were used to develop each student's unique "MY Plan"; (1.2) the work the Guidance Counselor has done by meeting with students one on one and working with the Assistant Director to monitor all student groups to develop individual targeted interventions to support them; (1.3) all students have access to a broad course of study through Edmentum, Exact Path, Thrively, SDCOE Curriculum, ZINN Education, PHet Colorado, and supplemental teacher curriculum library in the staff portal; (1.6) Students are provided with daily live interactions and weekly meetings with their ToR.

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.

We will modify 1.1 We will increase the academic achievement of All students by engaging in in-depth analysis of student assessment to provide effective instruction and a challenging and engaging curriculum to: 1.1 We will increase the academic achievement and engagement of All students by engaging in in-depth analysis of student assessment to provide effective instruction and a challenging and engaging independent study program.

(potential replacement for 1.6 New action: To determine the level of satisfactory educational progress of students progressing toward the learning of required concepts and their advancement toward successful completion of the course of study in independent study, the Guidance and Career Tech will work with the teacher of record to monitor and support student achievement and completion of course requirements.

In response to the need to provide school wide support to ensure the academic achievement of our students new actions 1.9 Student Success Coordinator and 1.10 Education Specialist will be added.



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.

Goals and Actions

Goal

Goal #	Description
2	We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student engagement and success of All students, including English Learners, other unduplicated student groups, and students with disabilities.

An explanation of why the LEA has developed this goal.

Maintenance Goal that includes actions that are ongoing and allows MY Academy to track performance on any metrics not addressed in the other goals of the LCAP:
 We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.
 Maintain/Decrease low absenteeism rate: California Dashboard Chronic Absenteeism: 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Engagement: Chronic Absenteeism	2019 All (882): 1.2% Chronically Absent (declined 2.2%) - Blue Hispanic (234); 1.7% Chronically Absent (decline 1%) - Blue White (408): 0.7% Chronically Absent (declined 3.1%) - Blue Socioeconomic (183): 4.9% Chronically Absent (increased 0.5%) - Yellow	2020-21 Chronic Absenteeism: All: (203), (55) 28.5% Hispanic: (96), (33) 35.5% Af Am: (6), (3) 50% White: (63), (15) 25.9% Socioeconomic:(135), (45) 35.7% Students with Disabilities: (36), (10) 28.6%			Annually increase attendance rate to decrease chronic absenteeism rate. Decrease chronic absenteeism rate by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Expulsion Rate	0%	0%			Maintain 0% Expulsion Rate
School Climate: Suspension Rate	0%	0%			Maintain 0% Suspension Rate
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach			Maintain 100% of teachers are appropriately credentialed for the courses they teach

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate - 4.2 School Counselor	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, School Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)		No
2.2	Highly Qualified Teachers - Basic Services Salaries and Benefits	2.2 To meet the needs of our students and to ensure equity we will recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.	\$1,599,191.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Technology - Course Access, Laptops and hotspots	2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed. (WASC)	\$20,000.00	Yes
2.4	Student Progress Communication - Parent Involvement	2.4 Frequent contact with parents in order to update them on student progress, notify them of events and to increase parent understanding and acceptance of the need for assessments to use as a tool to improve learning and to reach our goal of 100% participation in all required assessments by all student groups.		Yes
2.5	Professional Development - School Climate	2.5 Develop a plan to ensure an equitable learning community that includes the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development.		No
2.6	Professional Development - School Climate	2.6 Professional Development/training in Cultural Awareness. (All Students)		No
2.7	Professional Development - School Climate	Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists. (WASC) (All Students)		No
2.8	Professional Development - School Climate	Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students and staff through the adoption of board policies and annual staff training.		No

Action #	Title	Description	Total Funds	Contributing
2.9	School Climate	2.9 We will identify, monitor and support students who are struggling with regular attendance. (EL, FY, Homeless, LI)		Yes

Goal Analysis [2021-22]

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

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

Through collaborative review of the Goal 2 and actions/services, the following areas were determined to be areas for growth and follow-up actions for effectiveness.

Growth Area: 2.1 Focus on school climate and student engagement and increase our ADA by decreasing our chronic absenteeism with the modification in 22/23 of 4.2 Guidance Counselor

Growth Area: 2.4 Frequent contact with parents in order to update them on student progress with the addition of SSC meetings, Wednesday Wisdom and the continuation of staff working with ToR's to share information one on one in regularly scheduled student/family/teacher meetings.

Growth Area: 2.9 Identifying, monitoring and supporting students who are struggling with regular attendance with the modification in 22/23 of 4.2

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

A material difference in budgeted expenditures are a reflection of the lifting of COVID restrictions and a projected increase in enrollment.

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

Effectiveness of 2.2: Maintained highly qualified multiple and single subject teachers. To meet the needs of our students and to ensure equity we hired an additional four fully credentialed ToR's, a SPED IA, and an ELPAC test administrator.

Effectiveness of 2.5: To meet the emotional and mental health needs of our students and staff and to ensure equity we have added COPES, a mental health referral process in our staff portal, and the school counselor coordinated an Employee Wellness Committee. There is ongoing professional development for our staff to address and support the needs of our students. The professional development and training in Cultural awareness has developed to include Daily Live Interaction with our students, Biweekly content area workshops led by our Assistant Director/Lead Teacher, and the SDCOE Equity PD for our staff during our "kickoff" week.

Effectiveness of 2.7 and 2.8 Training in Youth Mental Health First Aid, with training in referral to available community resources through counselors and school psychologists; and, Suicide prevention intervention and post-intervention has developed to include COPES and Mental Health referral process.

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.

Modify 2.2: To meet the needs of our students and to ensure equity we will recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.

Modify 2.5: Develop a plan to ensure an equitable learning community that includes the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development.

Remove: 2.9 We will identify, monitor and support students who are struggling with regular attendance due to 2.9 being combined with 4.2.

Modified 4.2 to include 2.9: Monitor students transitioning in high school and identify students that are struggling with regular attendance and course completion; and, keep them on-track to graduate from high school.

Modified 2.4: Frequent contact with parents in order to update them on student progress and notify them of events; to include WASC Goal 2: Increase parent understanding and acceptance of the need for assessments to use as a tool to improve learning and to reach our goal of 100% participation in all required assessments by all student groups. Modified 2.4: Frequent contact with parents in order to update them on student progress, notify them of events and to increase parent understanding and acceptance of the need for assessments to use as a tool to improve learning and to reach our goal of 100% participation in all required assessments by all student groups.

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.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement of All students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

An explanation of why the LEA has developed this goal.

Maintenance Goal that includes actions that are ongoing and allows MY Academy to track performance on any metrics not addressed in the other goals of the LCAP:
 Maintaining our connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. 100% of parents that participated in the LCAP input survey agree that they participated in a meeting with their child and their child’s teacher to discuss and set education goals for their child.
 100% of the students that participated in the LCAP input survey agree that their teacher is available to them if they need help and support with their schoolwork, and, 100% agree that their teacher cares about them and their education and helps them to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 3: Parent and Family Engagement and, Educational Partner Engagement Involvement: LCAP Input Survey	2019: 79 Parent Input Survey Participants with Students in student groups: 9.5% English Learners (EL) 23% Low Socioeconomic (LI)	2021: 13 Parent Input Survey Participation with Students in Student Groups: 61.5% None 7.7% Foster Youth 7.7% Low Socioeconomic			Increase LCAP Input Survey Participation by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>9.5% Students with a Disability (SWD) 42% Not Applicable (N/A)</p> <p>Parent Input Survey Participants' Ethnicity 11% Declined 5% Two or More 10% American Indian 42% Hispanic 33% White</p>	<p>23.1% English Learner</p> <p>Parent Input Survey Participants Ethnicity: 46.2% White 23.1% Hispanic/Latino 7.7% Two or More 7.7% Filipino 15.4% American Indian</p>			
<p>State Local Indicator Priority 6: School Climate: LCAP Input Survey - Overall Satisfaction Rate</p>	100%	<p>91.7% of survey respondents overall, feel satisfied with their child's school.</p> <p>91.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining their academic goals.</p> <p>91.7% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.</p>			Achieve 100% Satisfaction Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Safety Plan and Training	September 14, 2020	Reviewed and Updated. MYA Staff November 8, 2021 SSC November 15, 2021			School Safety Plan and Training Annual Date

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Stakeholder Engagement/Partnerships	3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input.		No
3.2	R&B Communication - Student Engagement/Parent Involvement	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media school's site while ensuring the participation and engagement of our underrepresented families,	\$18,000.00	Yes
3.3	Student Engagement/Parent Involvement and Relationships Safe School	3.3 We will build relationships by ensuring that all functioning family groups (parents, extended family members, educational rights holders), students and teachers feel that we are providing a safe, positive, inclusive, and accessible learning environment.		Yes
3.4	School Safety - School Climate	3.4 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.		No

Action #	Title	Description	Total Funds	Contributing
3.5	School Climate - Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.	3.5 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL) Documents, records, and statements will be sent, upon request. Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.	\$81,134.00	Yes
3.6	Operations of the School - Basic Services KM Consulting, Charter Impact, Keyn Solutions	3.6 Operations of the school	\$125,500.00	No

Goal Analysis [2021-22]

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

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

Through collaborative review with Educational Partners of the Goal 3 and actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

A material difference in budgeted expenditures are a reflection of the lifting of COVID restrictions.

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

Effectiveness of 3.1 Seeking parent input an assessment of educational partner engagement included the addition of SSC meetings, School Climate and Satisfaction surveys, Google Family Feedback system. A potential area for growth in this area is to develop an accountability system for tracking parent/ToR meetings in SIS.

Effectiveness of 3.2: Building partnerships for student outcomes included posting notification of board meetings and SSC on website, Community Partner Newsletters, School Climate and Satisfaction surveys and the addition of Educational Partner communication through Wednesday Wisdom emails.

Effectiveness of 3.3: Building relationships by ensuring an inclusive and accessible learning environment through SSC meetings, School Climate and Satisfaction surveys, Google Family Feedback system, Daily Live Interaction and New Hire Orientation.

Effectiveness of 3.4: Maintaining a safe learning environment for all students through New Hire Orientation, Back-to-School Kickoff Week, COPES program - suicide prevention program and mental health supports, Project Safe, Handle with Care and Similarity Training.

Effectiveness of 3.5: Translated documents, records and statements sent by request by office clerical staff. Addition of Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.

Effectiveness of 3.6: Operations of the school was maintained by the school's director with oversight provided by the CEO with support from the CSO.

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.

Modify 3.3 to include functioning family groups (parents, extended family members, educational rights holders) in the action description:

3.3 We will build relationships by ensuring that all functioning family groups (parents, extended family members, educational rights holders), students and teachers feel that we are providing a safe, positive, inclusive, and accessible learning environment.

3.5 modified to include Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.

3.6 will be modified to remove the oversight by the CSO

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.

Goals and Actions

Goal

Goal #	Description
4	We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education for All students, including English Learners, other unduplicated student groups, and students with disabilities.

An explanation of why the LEA has developed this goal.

Broad Goal with a focus on improving performance across a wide range of metrics:
 With a focus on supporting our students to achieve their goal of high school graduation, and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, College/Career Prepared and CTE participation are all metrics we monitor to ensure students are on track to graduation and to achieve their post graduation goals.

Students that participated in the high school graduation portion of the 2021 input survey responded: 100% agree that if they had a problem they knew they had a teacher or counselor at school that they could talk to for support, 50% indicated that they plan to enroll in a two-year college and 30% of the student respondents indicated that they plan to enroll in a four-year college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement: Graduation Rate	Dashboard All Grad Rate 2019-20: 40.0% (35, 4 year cohort students), Graduates Meeting UC/CSU Req: 14.3%, Graduates earning Golden State 14.3% 2018-29: 39.6% (48, 4 year cohort students),	2020-21: 67.4% (43, 4 year cohort students), Graduates Meeting UC/CSU Req: 3.4%, Graduates earning Golden State 9% 2020-21 DASS Graduation Rate: 93.3%			Increase the graduation rate 10% annually to reach 67% or higher graduation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Graduates Meeting UC/CSU Req: 15.8% Graduates earning Golden State 5.3%	2019-20: 40.0% (35, 4 year cohort students), Graduates Meeting UC/CSU Req: 14.3%, Graduates earning Golden State 14.3% 2018-29: 39.6% (48, 4 year cohort students), Graduates Meeting UC/CSU Req: 15.8% Graduates earning Golden State 5.3%			
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU Admission	Dashboard 2019 College/Career Prepared Rate All: 5.5% prepared English learners: 0% prepared Hispanic: 5.7% prepared	Enrolled in courses for UC/CSU admission: 57.03% Completed courses for UC/CSU admission: 8%			Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Ensuring students have access to classes that prepare them for college and careers. Pupil Achievement CTE Data Baseline set with Year 1 Outcome.	Number of students participating in CTE: 50 Percent of students that completed a CTE program and earn a high school diploma: - -			Increase the CTE participation and completion rate annually by 2%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE - Course Access - KRA	4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.	\$43,900.00	Yes
4.2	School Counselor - Student Achievement, School Counselor	4.2 Monitor students moving from middle school through high school to identify students that maybe struggling with regular attendance and course completion; and, keep them on track to graduate from high school.	\$140,368.39	Yes
4.3	Curriculum, Instruction, Interventions - Course Access	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting college and career readiness.		No
4.4	Academic Interventions - Student Achievement Thrively	4.4 The School Counselor will review student transcripts to ensure the opportunity to make up missed credits and/or complete an A-G Pathway. The School Counselor ensure that struggling students will receive appropriate interventions that include the opportunity for test preparation.	\$3,000.00	Yes
4.5	Student Progress - Student Achievement Student Success Coordinator	The Student Success Coordinator will facilitate comprehensive access to all students including English Learners, other unduplicated student groups, and students with disabilities by strengthening connections between teachers, content area specialists, counselor, and the school psychologist, as well as connect students and families to community wrap around services, to provide an equitable learning environment where barriers are identified and services are provided to overcome them.	\$82,028.57	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Student Achievement - EL Testing Specialist	4.6 English Learner Testing Specialist (EL)	\$27,500.00	Yes
4.7	Student Engagement - Transit pass, YMCA, Campo Ed Center food	4.7 Upon student request or staff recommendation, students will be provided a monthly transit pass, San Diego County YMCA membership, and lunch at the Campo Education Center as needed.	\$26,400.00	Yes
4.8	Student Engagement	4.8 Counseling is available for the planning of post-secondary goals, connecting students to the Possibility Project and other post graduation opportunities.		No

Goal Analysis [2021-22]

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

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

Through collaborative meetings with Educational Partners and review of actual implementation of actions; modifications to actions in Goal 4 reflect the modifications made to specific actions based on the additional strategies added.

4.4 Change from annual review of student transcripts to identify opportunities for test preparation to the review of student transcripts to ensure the opportunity to make-up missed credits and/or complete an A-G Pathway. The Guidance Counselor ensures that struggling students will receive needed interventions.

4.7 Change to reflect that upon student request or staff recommendation, students will be provided a monthly transit pass, San Diego County YMCA membership and lunch at the Campo Education Center as needed. This strategy was not fully implemented due to the 20-21 COVID guidelines.

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

A material difference in budgeted expenditures are a reflection of the lifting of COVID restrictions and a projected increase in enrollment.

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

Effectiveness of 4.1 Developing a comprehensive College and Career Readiness program and increasing Career Technical Education opportunities includes Possibility Project, UTI, Thrively Assessments and Units as part of student individualized MY Plan, College/Career 10 credit Graduation Requirement for 210 credit General Education Pathway.

Effectiveness of 4.2: Monitor students moving from middle school through high school to identify students that are struggling includes Full time counselor, Transcript Audit, Content Area Specialists, One on One weekly ToR Meetings.

Effectiveness of 4.3: Providing high quality instruction and curriculum that promotes college and career readiness with academic interventions include Edmentum Catalog that includes A-G library and CTE library, Thrively, SST process initiated in online staff portal by ToR and implemented by the Assistant Director.

Effectiveness of 4.4: The Guidance Counselor ensuring that struggling students will receive needed interventions includes once a month staff development and Assessment and Accountability meetings.

Effectiveness of 4.5: The annual review of student transcripts to ensure opportunity to make-up missed credits include Full time counselor that review transcripts each semester for continuing students and for new students.

Effectiveness of 4.7: Monthly bus pass, YMCA membership not used in 20-21 due to COVID guidelines.

Effectiveness of 4.8: Counseling is available for the planning of post-secondary goals and connecting students to the Possibility Project by the full time Counselor who works with all students, including students with disabilities on transition goals.

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.

Modify: 4.2 to include 2.9 We will identify, monitor and support students who are struggling with regular attendance. Modification to 4.2: 4.2 Monitor students transitioning in high school and identify students that are struggling with regular attendance and course completion; and, keep them on-track to graduate from high school.

Modify 4.2 to more effective description of "transitioning": Modification to 4.2: Monitor students moving from middle school through high school to identify students that maybe struggling with regular attendance and course completion; and, keep them on track to graduate from high school.

Last year 70% of our students meet the at-risk/at-promise categories, designating us as a Dashboard Alternative School Status (DASS). This year, when it came time to reapply only 56% of our students met the criteria; therefore, this year we are not designated as Dashboard Alternative School Status (DASS).

4.4 The Guidance Counselor will ensure that struggling students will receive needed interventions that include the opportunity for test preparation. (All) (LI, FY, EL) Modification to include 4.5 (Annual review of student transcripts to ensure the opportunity to make up missed credits): The School Counselor will review student transcripts to ensure the opportunity to make up missed credits and/or complete an A-G Pathway. The School Counselor ensure that struggling students will receive needed interventions that include the opportunity for test preparation.

4.5 will be a new action: The Student Success Coordinator will facilitate comprehensive access to all students by strengthening connections between teachers, content area specialists, counselors, and the school psychologist, as well as connect students and families to community wrap around services, to provide an equitable learning environment where barriers are identified and services are provided to overcome them.

4.6 will be modified to reflect a new English Learner Testing Specialist position

Goal 4, Action 7 will be modified: A monthly transit pass, SD County YMCA membership are issued and lunch at the Campo Education Center as needed. (LI, FY) (WASC) Modification: Upon student request or staff recommendation, students will be provided a monthly transportation pass, YMCA membership, and food cards. Golden Acorn, SD County YMCA, Transit Passes.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$447,590	0

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
22.05%	0%	\$49,739.02	24.50%

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.

More than 70% of the MYA students meet the at-promise categories. The Motivated Youth Academy Charter School LCAP is focused on providing services and support for all students with the use of supplemental funding that is directed toward unduplicated students to increase and improve services for students who are low income, English Learners, and/or foster youth, and/or homeless. Through educational partner collaboration and input the review of our data on DataQuest and our local assessments, data were analyzed to address specific identified student needs and learning gaps. Actions and services were identified and determined an appropriate and effective use of funds to meeting the needs and improving the outcomes for students.

Need: Goal 1, Academic Achievement

Goal 1 is focused on the continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation.

As provided in the Academic Achievement metrics sections, the ELA Exact Path Diagnostic results demonstrates that:

1. The Lowest performing in ELA are Special Education students with 50% performing at the 0 - 49th percentile, and 50% performing at the 50 - 99th percentile; as compared to the 26% Overall performance of all students performing between 0 - 49th percentile, and 75% performing at the 50 - 99th ELA percentile.
2. The Low Socioeconomic students are at 36% in the 0 - 49th and 63% in the 50 - 99th ELA percentile; as compared to the 26% Overall performance of all students performing between 0 - 49th percentile and 75% performing the 50- 99th ELA percentile.
3. The English Learners are at 28% in the 0 - 49th ELA percentile and 72% in the 50 - 99th ELA percentile; as compared to the 26% Overall performance of all students performing between 0 - 49th percentile and 75% performing at the 50 - 99th ELA percentile.

As provided in the Academic Achievement metrics sections, the Math Exact Path Diagnostic results demonstrates that:

1. The Lowest performing in Math are Special Education students with 73% performing at the 0 - 49th percentile, and 26% performing at the 50 - 99th percentile; as compared to the 52% Overall performance of all students performing between 0 - 49th percentile, and 48% performing at the 50 - 99th Math percentile.
2. The Low Socioeconomic students are at 50% in the 0 - 49th and 50% in the 50 - 99th Math percentile; as compared to the 52% Overall performance of all students performing between 0 - 49th percentile and 48% performing the 50- 99th Math percentile.
3. The English Learners are at 42% in the 0 - 49th Math percentile and 58% in the 50 - 99th Math percentile; as compared to the 52% Overall performance of all students performing between 0 - 49th percentile and 48% performing at the 50 - 99th Math percentile.

How the action(s) intend to meet the needs of students served by the action:

To address these needs, MY Academy is focused on increasing the quality and quantity of services by actively using data systems to engage in in-depth analysis of student records, local and state assessment data to accurately assess student progress and develop appropriate interventions and accelerations to support Low Income pupils, Foster Youth, English Learners, and Students With Disabilities to support academic success or refer to the RTI, SST or IEP team. (Goal 1, Action 2). To equip parents with information and resources, targeted supports for English Learners are provided by collaboration between MYA's instructional coach and the students' teacher-of-record. Homeless and Foster Youth students are supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselor and school administration. (Goal 1, Action 5) is focused on improving services in quality by identifying best practices and providing teacher and parent training, learning opportunities, and workshops to support teacher and parent work on methods for differentiating instruction increase learning for students; and, teacher training on how children respond to trauma and social emotional leaning. (Goal 1, Action 8) is focused on increasing services by providing targeted interventions for students struggling to meet grade level proficiency.

Measurement of progress/effectiveness for the action:

We expect the actions to lead to academic achievement of students to improve by 2%. Student performance will be measured by the CAASPP ELA and Math results. Due to more than 70% of our students meeting the at-promise categories, to maximize the impact of these actions, they are provided on an LEA-wide basis.

Goal 2: Student Engagement Need:

As provided in the Student Engagement and School Climate metrics sections the All student chronic absenteeism rate is 28.5%, Hispanic 35.5%, White 25.9%, Low Socioeconomic 35.7%, Students with Disabilities 28.6%. The overall chronic absenteeism rate for all student groups demonstrates that all are struggling with attendance.

How the action(s) intend to meet the needs of students served by the action:

To address these needs, MYA acknowledges that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. Goal 2 is focused on increasing a high average daily attendance and positive school climate to ensure that our students are engaged. By monitoring our students attendance, time spent on coursework and course completion we have increased services to ensure time on task and improve quality of the students work completion. Goal 2, Action 1 and Goal 2, Action 4 are examples of services that increase services in communication as we identify, monitor and support students who are struggling with regular attendance; and, (Goal 2, Action 4) frequent contact and communication with parents so that we can work together in partnership in the progress of their student(s) and to notify them of any school events so that they are partners in education with the school.

Measurement of progress/effectiveness for the action:

We expect the actions to lead to the academic achievement of students to improve by 2%. Student performance will be measured by the CAASPP ELA and Math results. Due to more than 70% of our students meeting the at-promise categories, to maximize the impact of these actions, they are provided on an LEA-wide basis.

Need: Goal 3: Educational Partner Engagement and Involvement

As provided in the Student Engagement and School Climate metrics sections the 2021, MY Academy Educational Partner survey participants decreased in number from the year prior to 13 participants in the LCAP Input Survey. However, we still received representation of student groups: Foster Youth, Low Socioeconomic and English Learner as well as representation of ethnicities: White, Hispanic/Latino Two or More, Filipino and American Indian. To increase Educational Partner Engagement and Involvement, increasing our number of input survey participants and increasing the engagement and involvement of all of our student groups to include special education and homeless, and input from all of our Educational Partner ethnicities is a focus.

How the action(s) intend to meet the needs of students served by the action:

To address these needs, Goal 3 actions and services are focused not only on increasing communication services to ensure stakeholder engagement and participation but also on improving the quality of our stakeholder relations by focusing on establishing connections and partnerships in education with our students and parents as it correlates with student improvement. Continuing our focus on providing increased and improved services for our unduplicated students includes ensuring communication, connecting our families to community resources, school safety and a safe and welcoming school climate. (Goal 3, Action 2) We will build partnerships for student outcomes by sending notification of surveys; (Goal 3, Action 3) We will build relationships by ensuring that all functioning family groups (parents, extended family members, educational rights holders)m students and teachers feel that we are providing a safe, positive inclusive, an accessible learning environment; (Goal 3, Action 5) Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed.

Measurement of progress/effectiveness for the action:

We expect the actions to lead to an Educational Partner participation increase by 5%. Due to more than 70% of our students meeting the at-promise categories, to maximize the impact of these actions, they are provided on an LEA-wide basis.

Need: Goal 4: Student Achievement: Graduation Rate, CTE Course Participation and Completion, A-G Course enrollment

As provided in the Student Engagement, A - G, UC/CSU Admission and CTE Participation sections the All student 4 year cohort Graduation Rate 67.4%, 2020-21 DASS Graduation Rate: 93.3%. All Student graduates meeting UC/CSU Requirements: 3.4% demonstrates a need for monitoring, support and improvement of all of the MY Academy students in A-G Completion, CTE Participation, and the 4 year cohort graduation rate.

How the action meets the needs of students served by the action:

To address these needs, we will continue our focus on providing services and supporting students. Our actions and services in Goal 4 are focused on monitoring students transitioning into the graduation path coursework and ensuring that they stay on-track to graduation. Due to more than 70% of our students meeting the at-promise categories, MYA has achieved the Dashboard Alternative School Status (DASS). Based on the needs and circumstances of our students, Goal 4 actions, 4.2 and 4.4 are focused on increasing services in quantity with a School Counselor that will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school; and, (Goal 4, Action 4) identifying struggling students and ensuring that they receive necessary interventions that include the opportunity for test preparation. (Goal 4, Action 3) Provide high quality instruction is focused on improving the quality of instruction by reviewing evidence based strategies/best practices and monitoring student performance and Goal 4 metrics to ensure that our actions and services are working.

Measurement of progress/effectiveness for the action:

We expect the actions to lead to an increase of A-G, UC/CSU and CTE completion rates of students by 2%. We also expect the actions to lead to an increase in the school graduation rate and to provide every student to have the opportunity to graduate and an opportunity to attend a four-year college. Due to more than 70% of our students meeting the at-promise categories, to maximize the impact of these actions, they are provided on an LEA-wide basis.

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

In addition to the LEA-wide actions described in Prompt 1, we will provide the following actions on a limited basis to meet our required percentage to increase or improve services.

As identified by ELA, Math, Chronic Absenteeism, Parent Engagement, Graduation Rate, A-G and CTE course enrollment and completion metrics, English learners and low-income students require additional monitoring and support.

To address this need, we will provide professional development for ELD teachers in utilizing the curriculum, and training for parents of EL students to enable them to assist student at home (Goal 1: Actions 2, 4, and 5); (Goal 2: Actions 1, 4, 6, and 9); (Goal 3: Actions 1, 2, 3, and 5). We anticipate our student ELA, Math, Attendance, Graduation, A-G and CTE performance to increase. Feedback from both the teachers, School Site Council will continue to inform the trainings.

Services for our low-income, English learners, and foster youth are evidence based interventions that were identified through a collaborative effort of the school Interim Director, support staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that are focused on increasing services and improving the quality of the academic support to improve student performance for our student groups. Through a collaborative effort, the school Interim Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse websites provided guidance in identify interventions that would support low socioeconomic, foster youth and English learners. With the addition of a School Counselor/Intervention Specialist, the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see improvement in student engagement and course completion, attendance, student achievement, and an increase in our graduation rate.

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.

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

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	NA	1:36
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:13

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,546,135.96	\$65,997.00	\$7,600.00	\$85,995.00	\$2,705,727.96	\$2,292,755.96	\$412,972.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Achievement - Student Achievement	All					
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	English Learners Foster Youth Low Income					
1	1.3	Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	All	\$131,225.00				\$131,225.00
1	1.4	Professional Development	English Learners Foster Youth Low Income	\$20,000.00	\$13,697.00			\$33,697.00
1	1.5	Parent Training - Parent Involvement Prof Dev	English Learners Foster Youth Low Income					
1	1.6	Learner Outcomes - Student Achievement	All					
1	1.7	Other Student Outcomes - SWD test participation, Certificated and Student Success Coordinator	SWD Students with Disabilities					
1	1.8	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	English Learners Foster Youth Low Income	\$263,314.00				\$263,314.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Academic Achievement - Student Achievement - Student Success Coordinator	English Learners Foster Youth Low Income	\$68,470.00			\$42,000.00	\$110,470.00
2	2.1	School Climate - 4.2 School Counselor	All					
2	2.2	Highly Qualified Teachers - Basic Services Salaries and Benefits	All	\$1,599,191.00				\$1,599,191.00
2	2.3	Technology - Course Access, Laptops and hotspots	English Learners Foster Youth Low Income				\$20,000.00	\$20,000.00
2	2.4	Student Progress Communication - Parent Involvement	English Learners Foster Youth Low Income					
2	2.5	Professional Development - School Climate	All					
2	2.6	Professional Development - School Climate	All					
2	2.7	Professional Development - School Climate	All					
2	2.8	Professional Development - School Climate	All					
2	2.9	School Climate	English Learners Foster Youth Low Income					
3	3.1	Stakeholder Engagement/Partnerships	All					
3	3.2	R&B Communication - Student Engagement/Parent Involvement	English Learners Foster Youth Low Income	\$18,000.00				\$18,000.00
3	3.3	Student Engagement/Parent	English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Involvement and Relationships Safe School	Low Income					
3	3.4	School Safety - School Climate	All					
3	3.5	School Climate - Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.	English Learners Foster Youth Low Income	\$81,134.00				\$81,134.00
3	3.6	Operations of the School - Basic Services KM Consulting, Charter Impact, Keyn Solutions	All	\$125,500.00				\$125,500.00
4	4.1	CTE - Course Access - KRA	English Learners Foster Youth Low Income	\$43,900.00				\$43,900.00
4	4.2	School Counselor - Student Achievement, School Counselor	English Learners Foster Youth Low Income	\$138,868.39	\$1,500.00			\$140,368.39
4	4.3	Curriculum, Instruction, Interventions - Course Access	All					
4	4.4	Academic Interventions - Student Achievement Thrively	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
4	4.5	Student Progress - Student Achievement Student Success Coordinator	English Learners Foster Youth Low Income	\$8,033.57	\$50,000.00		\$23,995.00	\$82,028.57
4	4.6	Student Achievement - EL Testing Specialist	English Learners	\$27,500.00				\$27,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	Student Engagement - Transit pass, YMCA, Campo Ed Center food	English Learners Foster Youth Low Income	\$18,000.00	\$800.00	\$7,600.00		\$26,400.00
4	4.8	Student Engagement	All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,030,164	\$447,590	22.05%	0%	24.50%	\$690,219.96	0.00%	34.00 %	Total:	\$690,219.96
								LEA-wide Total:	\$690,219.96
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

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	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.5	Parent Training - Parent Involvement Prof Dev	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,314.00	
1	1.9	Academic Achievement - Student Achievement - Student Success Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,470.00	

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 (%)
2	2.3	Technology - Course Access, Laptops and hotspots	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Student Progress Communication - Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	R&B Communication - Student Engagement/Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	School Climate -Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,134.00	
4	4.1	CTE - Course Access - KRA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,900.00	
4	4.2	School Counselor - Student Achievement, School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$138,868.39	
4	4.4	Academic Interventions - Student Achievement Thrively	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
4	4.5	Student Progress - Student Achievement Student Success Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,033.57	
4	4.6	Student Achievement - EL Testing Specialist	Yes	LEA-wide	English Learners	All Schools	\$27,500.00	

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 (%)
4	4.7	Student Engagement - Transit pass, YMCA, Campo Ed Center food	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,728,612.37	\$2,002,559.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Achievement - Student Achievement	No		
1	1.2	Student Achievement	Yes	\$5,000.00	5,000
1	1.3	Academic Content -	No	\$73,090.00	74,000
1	1.4	Professional Development	Yes	\$14,500.00	17,572
1	1.5	Parent Training - Parent Involvement	Yes		
1	1.6	Learner Outcomes - Student Achievement	No	\$34,484.77	83,902
1	1.7	Other Student Outcomes	No		
1	1.8	Interventions - Content Area Specialists, Exact Path, EL Foundations	Yes	\$50,895.00	29,328.51
2	2.1	School Climate	No		
2	2.2	Highly Qualified Teachers - Basic Services	No	\$994,768.00	1,022,150

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Technology - Course Access	No	\$22,540.00	61,815
2	2.4	Student Progress Communication - Parent Involvement	Yes		
2	2.5	Professional Development - School Climate	No		
2	2.6	Professional Development - School Climate	No		
2	2.7	Professional Development - School Climate	No		
2	2.8	Professional Development - School Climate	No		
2	2.9	School Climate - Student Support	Yes		
3	3.1	Stakeholder Engagement/Partnerships	No		
3	3.2	Communication - Student Engagement/Parent Involvement, Community Marketing	Yes	\$1,465.00	23,362
3	3.3	Student Engagement/Parent Involvement	Yes		
3	3.4	School Safety - School Climate	No		
3	3.5	School Climate - Classified Salaries (Translation Services)	Yes	\$22,500.00	22,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Operations of the School - Basic Services	No	\$314,525.00	493,741
4	4.1	CTE - Course Access	Yes	\$62,000.00	43,865
4	4.2	Guidance Counselor - School Counselor	Yes	\$119,691.00	109,615
4	4.3	Curriculum, Instruction, Interventions - Course Access	No		
4	4.4	Academic Interventions - Student Achievement	Yes	\$1,100.00	1,750
4	4.5	Student Progress - Student Achievement	No		
4	4.6	Student Achievement - Advanced Placement Test	Yes	\$11,250.00	2,851
4	4.7	Student Engagement - Transportation, Food, YMCA	Yes	\$803.60	11,108
4	4.8	Student Engagement - Guidance Counselor	No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
316,678	\$289,204.60	\$266,951.51	\$22,253.09	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Achievement	Yes	\$5,000.00	5,000		
1	1.4	Professional Development	Yes	\$14,500.00	17,572		
1	1.5	Parent Training - Parent Involvement	Yes				
1	1.8	Interventions - Content Area Specialists, Exact Path, EL Foundations	Yes	\$50,895.00	29,328.51		
2	2.4	Student Progress Communication - Parent Involvement	Yes				
2	2.9	School Climate - Student Support	Yes				
3	3.2	Communication - Student Engagement/Parent Involvement, Community Marketing	Yes	\$1,465.00	23,362		
3	3.3	Student Engagement/Parent Involvement	Yes				
3	3.5	School Climate - Classified Salaries (Translation Services)	Yes	\$22,500.00	22,500		
4	4.1	CTE - Course Access	Yes	\$62,000.00	43,865		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Guidance Counselor - School Counselor	Yes	\$119,691.00	109,615		
4	4.4	Academic Interventions - Student Achievement	Yes	\$1,100.00	1,750		
4	4.6	Student Achievement - Advanced Placement Test	Yes	\$11,250.00	2,851		
4	4.7	Student Engagement - Transportation, Food, YMCA	Yes	\$803.60	11,108		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,030,164	316,678	0%	15.60%	\$266,951.51	0.00%	13.15%	\$49,739.02	2.45%

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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 aides 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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