



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Yuba County Career Preparatory Charter School (YCCPCS) closed in mid-March of 2020 upon directive by the Yuba County Office of Education and local health authorities and immediately initiated an approach for Independent Study (IS) virtually. At that time, the school had two programs: K-12 IS and a traditional site-based, grades 9-12 day program, a majority of our enrollment was students in the IS program. IS provides individualized pacing and one-on-one meetings with a Supervising Teacher. Students can concentrate on credit recovery based on their individual needs and have a choice of which Career Technical Education (CTE) class to explore. Before the COVID-19 school closure, YCCPCS had already made a decision to close our day program in the 20-21 school year.

YCCPCS is a charter school with the Dashboard Alternative School Status (DASS) or alternative school designation. We came into existence over twenty years ago to meet the needs of students who were not successfully completing other local school programs, including grade school. To motivate students to complete their education, YCCPCS has a vocational focus with several CTE programs, filling a need in Marysville and our surrounding communities that had not been addressed before our inception.

Many of our students have not experienced success in traditional school settings. They come to us for a variety of reasons: flexible schedule offered, our specialized vocational opportunity with CTE onsite training, small class size, hands-on learning, and some are attracted to the idea of faster credit acquisition allowing them to catch up because they are credit deficient or are interested in early graduation. 80% plus of our students are at-risk, they may have absentee problems, emotional distress or behavioral issues, teen parenting, other socio-economic issues, health issues, and some have experienced, and/or are currently experiencing unpredictable and traumatic life conditions, which include absentee parent(s), emotional, physical, and sexual abuse, neglect, and mental illness. Often, the traumatic narratives of the personal lives of students are revealed to staff when staff members are responding to student behaviors (acting out, lack of progress, etc.). Some are homeless or foster children.

YCCPCS strives to create a safe environment for all our students. Historically, a significant amount of teacher, administrative, and staff effort has been spent counseling students, de-escalating behaviors, interacting with students to get to know them and guide them, etc. Staff are frequently collaborating with each other about the needs of the students and trying to understand how best to support them.

The pandemic has introduced more use of technology tools to connect with and engage students. Additionally, the site has become more collaborative by using the Google Suite of collaborative tools. However, in many ways, the limits of virtual learning have also exacerbated many of the issues which have brought students to our door. For some students, YCCPCS is the only constant and consistent place they have, and the inability to connect in person with students has made it very difficult to provide the support they need during such a difficult time.

Reflections: Successes

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

As a result of action steps implemented to effect improvement in student learning and attendance rates, YCCPCS has experienced success, as evidenced by local data. Specifically, once we started re-assigning students to their grade level based on their earned credits, our graduation rate significantly increased.

Another success at YCCPCS is the improvement of support for students who choose a college pathway. In 18-19, we had five student complete college course work at Yuba College and twenty-two in 19-20. In the first semester of 20-21 we had six and currently have seven enrolled.

In the past, transience at YCCPCS has contributed to lower graduation rates, and the same root causes for the transience were resulting in lower attendance rates. Implemented action steps to improve engagement and intervention have improved the number of students who choose to stay at YCCPCS. In 18-19 we had a total of 130 students who left YCCPCS, and in 19-20 we had 95. In the Fall semester of 18/19, the attendance rate was 91.7% and in 19/20 it was 93.1%, which is a slight increase. The results of Fall 19/20 surveys for families and students revealed the high levels of satisfaction the students and families experience at YCCPCS.

On the advice of the WASC mid-cycle (2017) visiting committee's recommendations, curriculum evaluation has begun, starting with the ELA curriculum. The evaluation revealed many substandard aspects of the curriculum, so an overhaul of 9-12 ELA curriculum was accomplished by the Curriculum Professional Learning Community (PLC) in 2020-2021. The curriculum now offers a solid foundation of learning activities, aligned with CCSS. It is ready for further development to continue improving student engagement and achievement. Other content area curricula will be similarly addressed.

A Spring 2020 book study of Anthony Muhammad's book, Transforming School Culture, has precipitated the formation of PLCs for more intentional, collaborative work as a learning community. Fall 2020 groups were organized according to the sections of the WASC Self Study: Curriculum, Instruction, Assessment, Systems, and Student Support. The 2020-2021 PLC work yielded meaningful work and discussions.

Other implemented action steps such as professional development opportunities for all staff have increased YCCPCS' efficacy in serving its historically underserved population, specifically, low-income students and students with disabilities. These opportunities have included the following trainings: leadership/administration, trauma-informed practices, wellness practices, and curriculum trainings.

YCCPCS administration has focused intention in creating cohesive, coherent, and collaborative strategic plans for the site. This effort is bringing all plans (and site efforts) into alignment for supporting student engagement, learning, and achievement.

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.

Although stakeholder surveys indicate high levels of satisfaction with the school by members of the YCCPCS learning community, the California Dashboard indicators provide stark data of significant areas of need:

Orange Category:

- ELA Performance for all Students/Student Group
- Suspension Rates among English Learners

Red Category:

- Mathematics Performance for all Students/Student Group
- College/Career for All Students/Student Group
- Graduation Rate for all Students/Student Group

Prior to the publication of the California Dashboard data, YCCPCS was already undergoing a deep dive as part of the WASC Self-Study process to determine critical areas of need and develop an action plan. The findings in the report have been reiterated through the lenses of additional reports such as the Special Education Plan (SEP) and the School Plan for Student Achievement (SPSA). Local data collected through Aeries, YCCPCS' Student Information System (SIS), and STAR Renaissance (STAR) data corroborate the findings of the WASC Self-Study. The findings were also endorsed by the visiting WASC committee and the resulting action plan is expressed in this LCAP.

Because the critical areas of need require significant developments and improvements to effect change, YCCPCS has adopted a PLC model for implementing Continuous Cycles of Inquiry (COI) for continuous improvement. Time is set aside every Monday to address the needs, and the staff are diversely divided into the five following groups (which align with the five categories of the WASC Self-Study): Assessment, Curriculum, Instruction, Student Support, and Systems. Each group is engaged in ongoing COI. The groups address root causes in their meetings by creating action plans and then collaborate with other groups as necessary to implement them.

The January 2021 visit from the WASC Visiting Committee (VC) corroborated the critical areas of focus that emerged from the site's WASC Self-Study and assisted in identifying priority areas for the developing YCCPCS Action Plan and LCAP. These priority areas are driving our SEP, LCAP, and WASC Action Plan to support student achievement, learning, and engagement. Below is an articulation of the two broad goals for this year's LCAP and the corresponding critical areas of focus as identified by the WASC VC.

(Broad Goal #1): Operationalize interventions/supports required to keep all students engaged, learning, and achieving through graduation and on to their college/career pathway.

WASC VC Recommended Critical Areas of Focus:

1) School staff and leadership should continue to use data to create and implement policies, systems, and protocols that provide consistency

of expectations, organization and program implementation that supports student accountability and performance.

2) Continue the development of streamlined systems to assist with targeted interventions and systems of support for students.

3) Continue to develop systems and integrate tools to increase student engagement with the curriculum

4) School staff and leadership should continue to use data to create and implement policies, systems, and protocols that provide consistency of expectations, organization and program implementation that supports student accountability and performance

(Broad Goal #2): Increase educator efficacy in supporting all students in engagement, learning, and achievement.

WASC VC Recommended Critical Areas of Focus:

1) Establish specific data based measurable outcomes and implement a consistent plan for assessment to define YCCPCS success and utilize the analysis of this data to drive curriculum and instruction

2) Provide staff professional development opportunities on standards-based curriculum from professional organizations

3) Continue to develop a structure and sequence for regular, ongoing communication practices of all instructional staff to ensure consistency in delivery of services to meet individual student's emotional and academic needs

4) Continue to develop a consistent standards-based curriculum across all subject areas that can be fully implemented at the beginning of the school year

5) Continue to develop PLCs to evaluate and develop standards-based curriculum that includes subject specific credentialed teachers with input and expertise from outside the school

6) Establish specific data based measurable outcomes to define YCCPCS success and utilize the analysis of this data to drive curriculum and instruction

7) Implement timeline for consistent proctoring of STAR assessment and utilize assessment results to establish baseline measures upon enrollment and continuous determination of student growth

An LCAP focus goal related to social-emotional learning and mental health has emerged from root cause analyses, Dashboard, and local indicators, but most significantly from the anecdotal evidence from YCCPCS stakeholders. Before the COVID-19 outbreak, YCCPCS' demographic already was underserved and at-risk, and the isolating effects of the pandemic has exacerbated the needs of all members in the YCCPCS learning community. Many of these needs emerged in the development of reports and action plans but have grown substantially more critical in the wake of the pandemic. Focusing attention and resources on social-emotional learning and mental health in the learning community is an immediate need, and because of the population served by the school, will continue to require ongoing attention in the future.

(Focus Goal #1): Increase the resources for students and families to support students' social-emotional learning and mental health.

LCAP Highlights

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

(Broad Goal #1): Operationalize interventions/supports required to keep all students engaged, learning, and achieving through graduation and on to their college/career pathway.

WASC VC Recommended Critical Areas of Focus:

- 1) School staff and leadership should continue to use data to create and implement policies, systems, and protocols that provide consistency of expectations, organization and program implementation that supports student accountability and performance.
- 2) Continue the development of streamlined systems to assist with targeted interventions and systems of support for students.
- 3) Continue to develop systems and integrate tools to increase student engagement with the curriculum
- 4) School staff and leadership should continue to use data to create and implement policies, systems, and protocols that provide consistency of expectations, organization and program implementation that supports student accountability and performance

(Broad Goal #2): Increase educator efficacy in supporting all students in engagement, learning, and achievement.

WASC VC Recommended Critical Areas of Focus:

- 1) Establish specific data based measurable outcomes and implement a consistent plan for assessment to define YCCPCS success and utilize the analysis of this data to drive curriculum and instruction
- 2) Provide staff professional development opportunities on standards-based curriculum from professional organizations
- 3) Continue to develop a structure and sequence for regular, ongoing communication practices of all instructional staff to ensure consistency in delivery of services to meet individual student's emotional and academic needs
- 4) Continue to develop a consistent standards-based curriculum across all subject areas that can be fully implemented at the beginning of the school year
- 5) Continue to develop PLCs to evaluate and develop standards-based curriculum that includes subject specific credentialed teachers with input and expertise from outside the school

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(Focus Goal #1): Increase the resources for students and families to support students' social-emotional learning and mental health.

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.

Yuba County Career Preparatory Charter School

Support for Identified Schools

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

Beginning in 2019, YCCPCS administration has intentionally broadened the development processes of its comprehensive support and improvement (CSI) plans to increase our YCCPCS Graduation Rate. We specifically support students with our Academic Advisor working on graduation plan "grad plans" and transition plans to college or career. We also support our students with a paraeducator with organizational and academic supports.

Monitoring and Evaluating Effectiveness

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

YCCPCS will monitor and evaluate the implementation and effectiveness of CSI plans collaboratively through the PLC model which was re-implemented in the Fall of 2020. The PLC collaborative groups (Assessment, Curriculum, Instruction, Student Support, and Systems) will support student and school improvement by doing the following:

- Meeting frequently (from two to four times a month)
- Utilizing data to perform root cause analyses to identify focuses for COIs around graduation rates.
- Utilizing tools to develop action plans to address the root cause and to articulate and ensure accountability
- Implementing action plans
- Collaborating with other groups
- Sharing progress and findings with the entire PLC
- Frequently analyzing and adjusting action plans and consulting data to gauge success

Stakeholder Engagement

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

Since 2019, YCCPCS has expanded engagement processes to involve stakeholders in all significant decision-making. Stakeholder input is actively solicited via a variety of channels such as surveys, social media, all-calls, emails, texting, newsletters, orientations, site meetings and activities, etc. Stakeholders were involved in adjustments to school branding, logo, PBIS expectations, SLOs, etc., and many of the implemented adjustments emerged from our SEP committee meeting and implementation, CSI plan development, the WASC self-study PLC groups.

Stakeholders have also been actively involved in decision-making related to shifts in programming in response to COVID-19. Input has been solicited via survey, individual parent meetings, website, social media, etc.

As mentioned above, YCCPCS has intentionally aligned all site plans to address student engagement, learning, and achievement, so in developing each specific plan, stakeholders are invited to virtual and, when appropriate, in-person meetings. Input from students and families is frequently solicited formally through surveys and planned meetings, and informally in ad hoc meetings and even when students are interacting with their teachers and other staff members in academic settings.

Because one of the root causes of the red and orange California Dashboard indicators for YCCPCS is low engagement, an immediate step was taken to address that root cause. Significant expansion of opportunities for families, students, and other stakeholders to engage with the learning community was implemented to assist the development of future plans.

- Summer 2020

Input related to Distance Learning and other COVID-19 responses

Updates to the Learning Continuity Plan (LCP) announced to learning community, Operations Written Report

Site team of stakeholders meetings

YCOE meetings

Learning community survey

Advisory Committee approval

- Fall 2020

Development of Special Education Plan (SEP)

Site team of stakeholders meetings

YCOE meetings

Advisory Committee approval

- Winter 2020-2021

Adoption of Budget Overview for Parents; LCAP and Annual Update

Site team of stakeholders meetings

YCOE meetings
Advisory Committee approval

Development of SPSA
Site team of stakeholders meetings
YCOE meetings
Advisory Committee approval

WASC Visiting Committee/Action Plan feedback
Site team of stakeholders meetings
YCOE meetings
Learning community survey
Advisory Committee approval

- Spring 2021

Finalization of WASC Action Plan
Site team of stakeholders meetings
YCOE meetings
Learning community survey
Advisory Committee approval

Alignment/Development of LCAP with WASC, SEP, and SPSA
Site team of stakeholders meetings
YCOE meetings
Learning community survey
Advisory Committee approval

Public Hearing for review of Annual Update, Extended Learning Grant, and 22-24 LCAP posted on 2/27/2021 through Facebook, front door, Parent Connect with a Public Hearing/Advisory Committee meeting on 3/4/2021. All stakeholders were provide opportunities for feedback in-person, by phone, or written comment.

A summary of the feedback provided by specific stakeholder groups.

As YCCPCS continues work to engage stakeholders in site decision-making, feedback from specific stakeholder groups are aligned with the California Dashboard data and specific indicators. The alignment, however, requires context for interpretation and calibration because there are discrepancies between stakeholder perceptions and the corresponding data.

Surveyed stakeholders are overwhelmingly satisfied with the school in general. In stakeholder surveys soliciting input regarding school mission and vision and proposed program changes, a high percentage of stakeholders (parents, families, staff, etc.) state they feel safe on

the site and in the virtual environments. Most stakeholders respond they are giving their best effort and are actively engaged in continuous learning. Parents relay that their students are well-supported, and they appreciate the efforts of the educators.

In staff surveys related to PLC implementation, staff report they trust their colleagues and are working collaboratively to improve student achievement. Staff state they need little-to-no support from administration in focusing their efforts and addressing root causes for low engagement or lack of student learning and achievement.

The data, however, indicate that student engagement is low and students aren't learning or achieving. On average, students are only earning half the credits they need in a semester. Attendance rates suggest students are not compliant, and teachers report students aren't accessing resources and utilizing supports. Although the results of family surveys are largely positive, very few families respond. Teachers frequently articulate in student notes that students are struggling with social, emotional, and mental health issues.

As noted by the WASC Visiting Committee and as is reflected on surveys, staff members enjoy the YCCPCS school environment, are committed to serving our students, and demonstrate respect for all stakeholders. Data, however, indicate teachers and support staff are struggling to remain connected to students. Data from teacher evaluations indicate curriculum implementation and evidence-based instructional methods are not being consistently utilized. When a student needs intervention, teachers are unsure of protocols and procedures for Multi-Tiered Systems of Support (MTSS) and how to initiate the processes.

Trends in feedback and site data suggest a discrepancy in perceptions among stakeholders between desired and actual outcomes. Emerging causes for these discrepancies are (1) the system lacks being fully articulated and implemented, (2) educator efficacy in supporting at-risk students and student engagement, and (3) social-emotional and mental health supports for students.

At the public hearing on 3/4/2021 the LCAP annual update, Extended Learning Grant, and 22-24 LCAP were reviewed. Public comment was supportive of the work done during the COVID-19 pandemic and the work project forward through the LCAP, WASC Action Plan, and SEP plan.

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

In short, all aspects of the LCAP are influenced by stakeholder input. A breakdown of the congruence of stakeholder input with the LCAP goals is as follows:

Goal #1: Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway.

Student and family survey responses indicate students are not receiving the support they need to prepare for/select their pathway to college or career

Survey results have also shown that the majority of YCCPCS students do not have a clear vision for their future

Low number of students who are enrolled in dual enrollment

Low number of students who are tracked to chosen pathway in world of work (no clear system for tracking)

Lack of data from changes in SIS has hampered efforts to develop interventions (no articulated system for intervention)

Goal #2: Increase educator efficacy in supporting all students in engagement, learning, and achievement.
Student survey results indicate more training is needed for effective use of instructional time with IS teacher
Site staff self-identifying as High Will – Low Skill during reflective book study
Collaborative meetings/benchmark data revealed most students were not meeting standards
PLC meetings evaluating STAR data indicate need for articulated, systemic method for administering STAR and more training in STAR assessment and targeted instruction systems
Site-wide implementation of substandard curriculum and challenges in implementation of new aligned, rigorous curriculum evidenced by 2021 WASC Visiting Committee report

Goal #3: Increase the resources for students and families to support students' social-emotional learning and mental health.
Student data recorded by all YCCPCS staff articulate specific student/family social-emotional/mental health issues
Students and families frequently share information which indicates the needs for students to have more Social Emotional Learning (SEL) and mental health supports
Reporting from mental health professionals serving the site indicate more support is needed
Staff communicates the need for more training and supports related to SEL

Goals and Actions

Goal

Goal #	Description
1	(Broad) Goal #1: Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway.

An explanation of why the LEA has developed this goal.

Our WASC Self-Study and the WASC Visiting Committee, site SEP root cause identification process, and stakeholders have identified significant needs in the area of student and family engagement. Professional Learning Communities (PLCs) have been formed to create a collaborative effort among all staff to address these significant needs. This past year, these PLCs focused their efforts on Curriculum, Instruction, Assessment, Student Support, and Systems. Ongoing PLC work has been endorsed by YCOE and the WASC Visiting Committee, and efforts need to continue for full implementation. Consistent systems providing interventions/supports will both provide the support needed to students/families and will also aid staff in their efforts by focusing on implementing plans collaboratively and cohesively.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	93.1%				95%
One year Graduation rate	75.9%				80%
Parent/guardian survey participation	100%				100%
Number of Parents on School Committees	Five				25
Survey results of volunteering opportunities from parents/ guardians	26%				30%
Average number of HS credits completed each semester	Fall 2020: 15.47				25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting with and completing graduation plans with Academic Advisor	30%				70%
Number of students who are referred for an Student Success Team (SST)	6				
Number of CTE Completers	8				30
Number of career job shadowing opportunities	20-21 No data				
Number of career related and academically supported field trips	20-21 No data				
Number of Students successfully completing Concurrent Enrollment, Dual Enrollment, or articulated courses	22				30
Number of students successfully completing Student Success class each year.	No data				
Number of students accessing iDrop-In each month	No data				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of project-based units available	No data				
Percentage of student enrolled in a broad course of study that includes all subject areas	100%				100%
Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%				100%
Number of academic curriculums evaluated using the IMET (Instructional Materials Evaluation Tool)	1 - ELA Curriculum has been evaluated				6 courses of study
Chronic absenteeism rate	31.05%				28%
Number of identified instances where facilities do not meet the “good repair” standard	0				0
Number of CTE, Health, Phys Ed, VAPA courses aligned with CCSS	2 - Health, Art History				7

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement/Support	G1/A1: Employ/continue to employ a variety of methods to increase home-school connections: Student/Family Planners, Parent Square, PBIS	\$8,199.00	Yes
2	Multi-Tiered Systems of Support/RTI	G1/A2: Articulate and implement protocols and procedures for supports and Interventions that include Tier 1 universal supports, Tier 2 targeted supports and Tier 3 intensive, individualized supports for academic, social-emotional and behavioral student needs. PLC time to implement RTI at Work	\$12,361.00	Yes
3	College and Career paths	G1/A3: Articulate and implement college/career pathways protocols, develop systems of support: School Success Class with Academic Advisor. Use of a career interest inventory.	\$72,122.00	Yes
4	Prevention Specialist	G1/A4 Prevention Specialist to implement Student Engagement Strategies: Multi-tiered systems of support, PBIS, SST's, community referrals	\$12,361.00	Yes
5	"Boot Camps" (Tutoring)	G1/A5: Paraeducator facilitated groups for student tutoring in both study habits and academic coursework	\$30,644.00	Yes
6	i-dropin	G1/A6: Credentialed teachers to provide virtual and in-person tutoring in content specific academics	\$31,320.00	Yes
7	Fieldtrips/Job Shadowing	G1/A7: Local community connections including visits to OneStop and educational trade schools or career opportunities	\$14,708.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	(Broad) Goal #2: Increase educator efficacy in supporting all students in engagement, learning, and achievement.

An explanation of why the LEA has developed this goal.

Our WASC Self-Study and the WASC Visiting Committee, site SEP root cause identification process, and stakeholder input, support the school in increasing educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to drive instruction. Including differentiated instruction, and accommodations and modification when appropriate with clear and consistent protocols for supporting students in their learning.

Examination of our PLC process has yielded the result that more structure and support is needed for full implementation of a PLC model. Site administration has determined that the evidence-based system RTI at Work, which integrates PLC work with RTI, will be implemented to create a collaborate system of support on site. PLC groups will be reformed based on the RTI at Work model, and the RTI at Work methods and tools will be used will be implemented for PLC work. Materials and training for implementation will be needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teacher misassignments	0%				)%
Percentage of teachers surveyed to determine their professional learning needs.	No data				
Percentage of teachers trained on ERWC	2%				80%
Percentage of teachers using project-based learning	No Data				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PBL) as measured by observations and planning documents.					
Number of instructional staff professional development opportunities on standards-based curriculum.	No data				
Number of instructional staff professional development opportunities for Universal Design for Learning (UDL) and differentiated instruction.	No data				
Number of instructional staff professional development opportunities on serving students with disabilities including building in accommodations and modifications.	two				
Average number of credits HS student complete per semester	Fall 2020: 15.47				25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who met or exceeded standard on CAASSP Assessments	19/20: ELA % met or exceeded standard 20.43% Math % met or exceeded standard 1.08%				ELA 30% and Math 20%
Percentage of students showing one year of growth on ELA and Math STAR tests	ELA 34.80% growth Math 41.70% growth				ELA 50%/ Math 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Evaluation	G2/A1: PLC time for Instructional Staff on the use of the IMET and methodical evaluation of all site curriculum	\$143,320.00	No
2	Curriculum Update/Upgrade	G2/A2: PLC time to update curriculum to include UDL strategies, inquiry, SEL, project based learning, and competency-based education frameworks	\$143,320.00	No
3	Instructional Staff Training	G2/A3: Provide training to instructional staff for using ERWC, UDL, inquiry, SEL, and PBL methods/frameworks; MTSS/RTI at Work & Behavior Solutions texts and training for staff.	\$11,598.00	No
4	Ren/STAR	G2/A4: Purchasing of REN STAR, professional development, and reporting of data		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	(Focus) Goal #3: Increase the resources for students and families to support students' social-emotional learning and mental health.

An explanation of why the LEA has developed this goal.

Analysis of student attendance, drop-out rates, and the rate in which students are making progress towards graduation indicates that students do not feel connected to the school community. Through our WASC self-study, WASC Visiting Committee process, anecdotal data, and our SEP root cause analysis, it is agreed that student social-emotional and mental health and connectedness to school are important and should be a priority for our school site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school student attendance rate	93.1%				95%
One year graduation rate	75.9%				80%
Percentage of students meeting with and completing graduation plans with Academic Advisor	30%				70%
Percentage of students participating in leadership opportunities on campus	No Data				20%
Percentage of students using prevention assistant services	No Data				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students participating in a structured time teaching them skills need to be a successful Independent Study Student (School Success)	No Data				
Percentage of school staff trained on SEL/Trauma-Informed	50%				100%
Number of students accessing "Boot-Camps"	No Data				
Number of students enrolled in Cohort IS	No Data				

Actions

Action #	Title	Description	Total Funds	Contributing
1	On-Site social/emotional support	G3/A1: Hire a full-time Prevention Specialist to provide social, emotional, and mental-health coaching and referrals to students and support MTSS/RTI, and PBIS school-wide.	\$24,772.00	Yes
2	Connection to Counseling	G3/A2: Partnerships with community resources to provide interventions for students/families related to substance use and mental health needs.		No
3	Staff Training	G3/A3: PLC time for all staff trainings on SEL, PBIS, MTSS/RTI, and trauma-informed methods/frameworks	\$143,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	iDrop-In	G3/A4: Credentialed teachers are available to support students virtually and in-person for tutoring in specific content areas.	\$15,660.00	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.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
52.8%	350759

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

Required Descriptions

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

77.9% of YCCPCS students are low income and 80%+ of enrolled students at YCCPCS are "at-promise" students as defined by DASS, all increased/improved services rendered are the same percentage with corresponding apportionment for the foster youth, English learners, and low-income students. Through our data and root cause analysis, we know our low income and EL students, who make up a significant amount of our population, are at risk of dropping out or not graduating from high school. Through our WASC Accreditation process, Advisory meetings, professional learning communities, all stakeholders agree that the needs of foster youth (we currently have none), English learners, and low-income students are always considered first because they are the majority of our population. All actions articulated under our goals meet the needs of these student groups. We must operationalize all of our interventions and supports to keep these students and families engaged and learning, so they will achieve graduation and be prepared for a college or career pathway. Increasing our educator efficacy will support these students in engagement, learning, and achievement of high graduation and a college or career pathway. Most significantly, as we come out of the COVID-19 pandemic this student population will absolutely require an Increase in resources to support their social-and emotional learning and mental health.

G1/A1: Employ/continue to employ a variety of methods to increase home-school connections: Student/Family Planners, Parent Square, PBIS. Engaging parents of our unduplicated students is vital to student engagement, learning, and achievement.

G1/A2: Articulate and implement protocols and procedures for supports and Interventions that include Tier 1 universal supports, Tier 2 targeted supports and Tier 3 intensive, individualized supports for academic, social-emotional and behavioral student needs. PLC time to implement RTI at Work. Having a structured system in place will assist us in supporting our unduplicated students so they won't fall through the cracks.

G1/A3: Articulate and implement college/career pathways protocols, develop systems of support: School Success Class with Academic Advisor. Use of a career interest inventory. By putting in place pathways immediately following student enrollment at YCCPCS to college and career will support our unduplicated students continue to stay enrolled and make annual progress towards graduation.

G1/A4: Prevention Specialist to implement Student Engagement Strategies: Multi-tiered systems of support, PBIS, SST's, community referrals: Our unduplicated students will benefit from having a student support person to set up protocols, pathways, and implement services and referrals to other community resources.

G1/A5: Paraeducator facilitated groups for student tutoring in both study habits and academic coursework. Post-COVID our IS unduplicated students will need more supports around credit recovery and making annual progress towards graduation.

G1/A6: Credentialed teachers to provide virtual and in-person tutoring in content specific academics: Post-COVID our IS unduplicated students will need more supports around credit recovery and making annual progress towards graduation.

G3/A1: Hire a full-time Prevention Assistant to provide social, emotional, and mental-health coaching and referrals to students and support MTSS/RTI, and PBIS school-wide. Having a person and structured system in place will assist us in supporting our unduplicated students so they won't fall through the cracks.

G3/A3: PLC time for all staff trainings on SEL, PBIS, MTSS/RTI, and trauma-informed methods/frameworks. More than every our entire staff must have time for professional development around SEL (Trauma informed), PBIS, MTSS/Rti to be effectively responsive to our unduplicated students.

G3/A4: Credentialed teachers are available to support students virtually and in-person for tutoring in specific content areas. Post-COVID our IS unduplicated students will need more supports around credit recovery and making annual progress towards graduation.

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

Articulate and implement protocols and procedures for supports and Interventions, Articulate and implement college/career pathways protocols, develop systems of support: School Success Class with Academic Advisor. Use of a career interest inventory, hiring a Prevention Specialist to implement Student Engagement Strategies, providing a Paraeducator for student tutoring in both study habits and academic coursework. Providing credentialed teachers to provide virtual and in-person tutoring in content specific academics, PLC time for all staff trainings on SEL, PBIS, MTSS/RTI, and trauma-informed methods/frameworks.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$519,603.00	\$78,102.00		\$66,000.00	\$663,705.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$644,705.00	\$19,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Parent Engagement/Support	\$4,699.00	\$3,500.00			\$8,199.00
1	2	English Learners Low Income	Multi-Tiered Systems of Support/RTI	\$1,236.00	\$11,125.00			\$12,361.00
1	3	English Learners Low Income	College and Career paths	\$6,122.00			\$66,000.00	\$72,122.00
1	4	English Learners Low Income	Prevention Specialist	\$1,236.00	\$11,125.00			\$12,361.00
1	5	English Learners Low Income	"Boot Camps" (Tutoring)	\$3,064.00	\$27,580.00			\$30,644.00
1	6	English Learners Low Income	i-dropin	\$31,320.00				\$31,320.00
1	7	All	Fielddrips/Job Shadowing	\$14,708.00				\$14,708.00
2	1	All	Curriculum Evaluation	\$143,320.00				\$143,320.00
2	2	All	Curriculum Update/Upgrade	\$143,320.00				\$143,320.00
2	3	All	Instructional Staff Training	\$11,598.00				\$11,598.00
2	4	All	Ren/STAR					
3	1	English Learners Low Income	On-Site social/emotional support		\$24,772.00			\$24,772.00
3	2	All	Connection to Counseling					
3	3	English Learners Low Income	Staff Training	\$143,320.00				\$143,320.00
3	5	English Learners Low Income	iDrop-In	\$15,660.00				\$15,660.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$206,657.00	\$350,759.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$206,657.00	\$350,759.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Parent Engagement/Support	Schoolwide	English Learners Low Income		\$4,699.00	\$8,199.00
1	2	Multi-Tiered Systems of Support/RTI	Schoolwide	English Learners Low Income		\$1,236.00	\$12,361.00
1	3	College and Career paths	Schoolwide	English Learners Low Income		\$6,122.00	\$72,122.00
1	4	Prevention Specialist	Schoolwide	English Learners Low Income		\$1,236.00	\$12,361.00
1	5	"Boot Camps" (Tutoring)	Schoolwide	English Learners Low Income	All Schools	\$3,064.00	\$30,644.00
1	6	i-dropin	Schoolwide	English Learners Low Income		\$31,320.00	\$31,320.00
3	1	On-Site social/emotional support	Schoolwide	English Learners Low Income			\$24,772.00
3	3	Staff Training	Schoolwide	English Learners Low Income		\$143,320.00	\$143,320.00
3	5	iDrop-In	Schoolwide	English Learners Low Income		\$15,660.00	\$15,660.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		