

256 WILBUR AVE.

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Yuba City Charter School



Home of the Wildcats

K-12 Public School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba City Charter School

CDS Code: 51-71464-5130125

School Year: 2023-24

LEA contact information:

Herbert W. Cooley

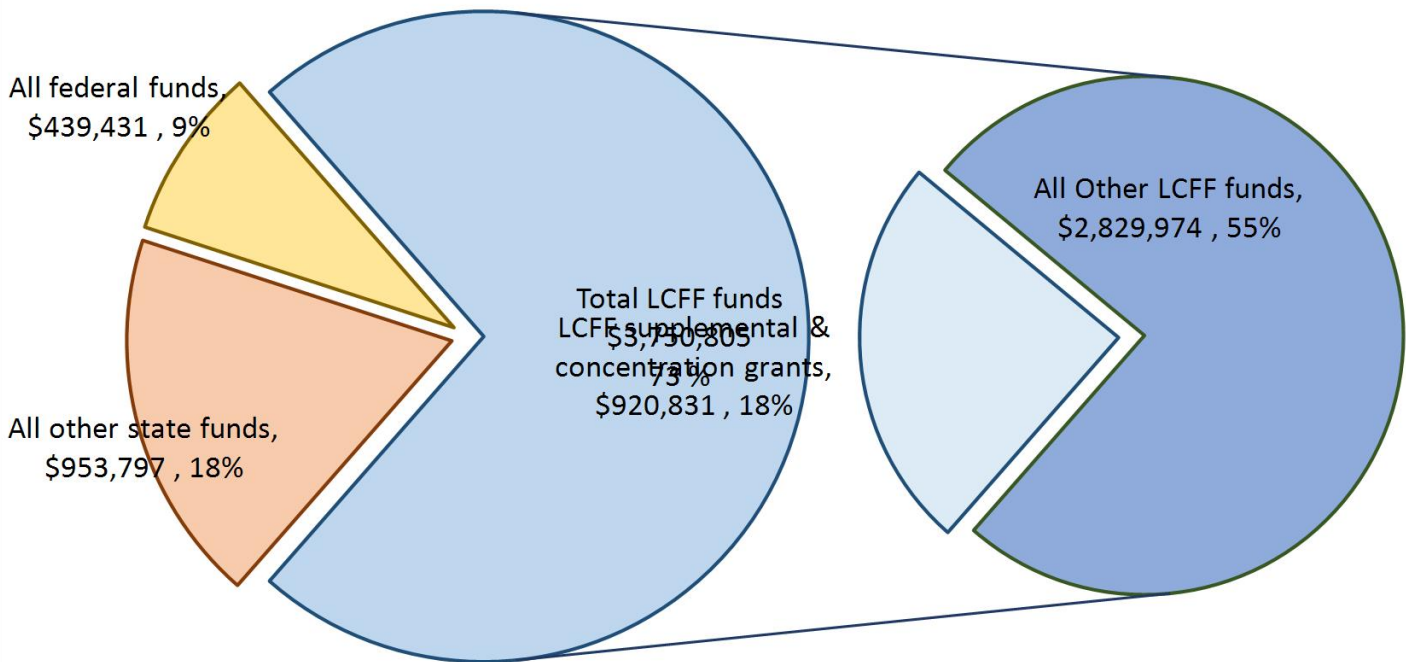
Superintendent/Principal

j.ferreira@yubacitycharter.com

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

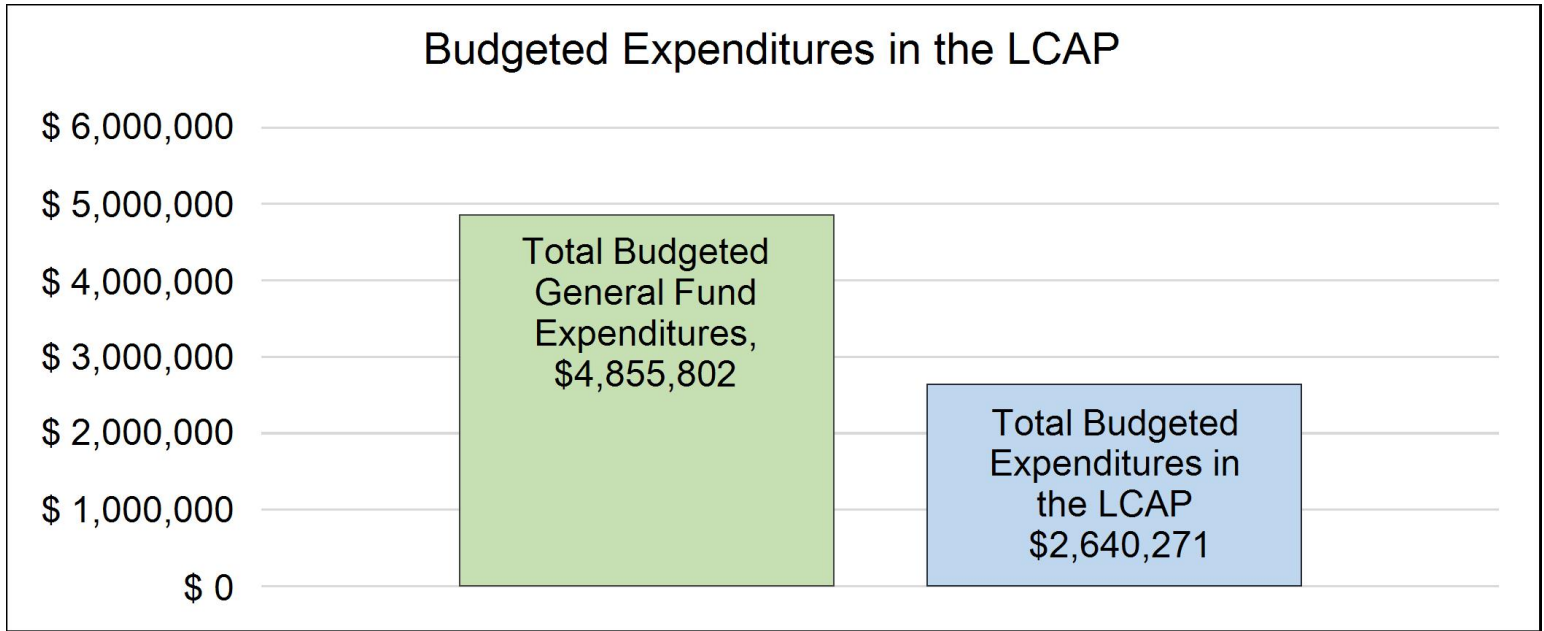


This chart shows the total general purpose revenue Yuba City Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba City Charter School is \$5,144,033, of which \$3,750,805 is Local Control Funding Formula (LCFF), \$953,797 is other state funds, \$ is local funds, and \$439,431 is federal funds. Of the \$3,750,805 in LCFF Funds, \$920,831 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 Yuba City Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

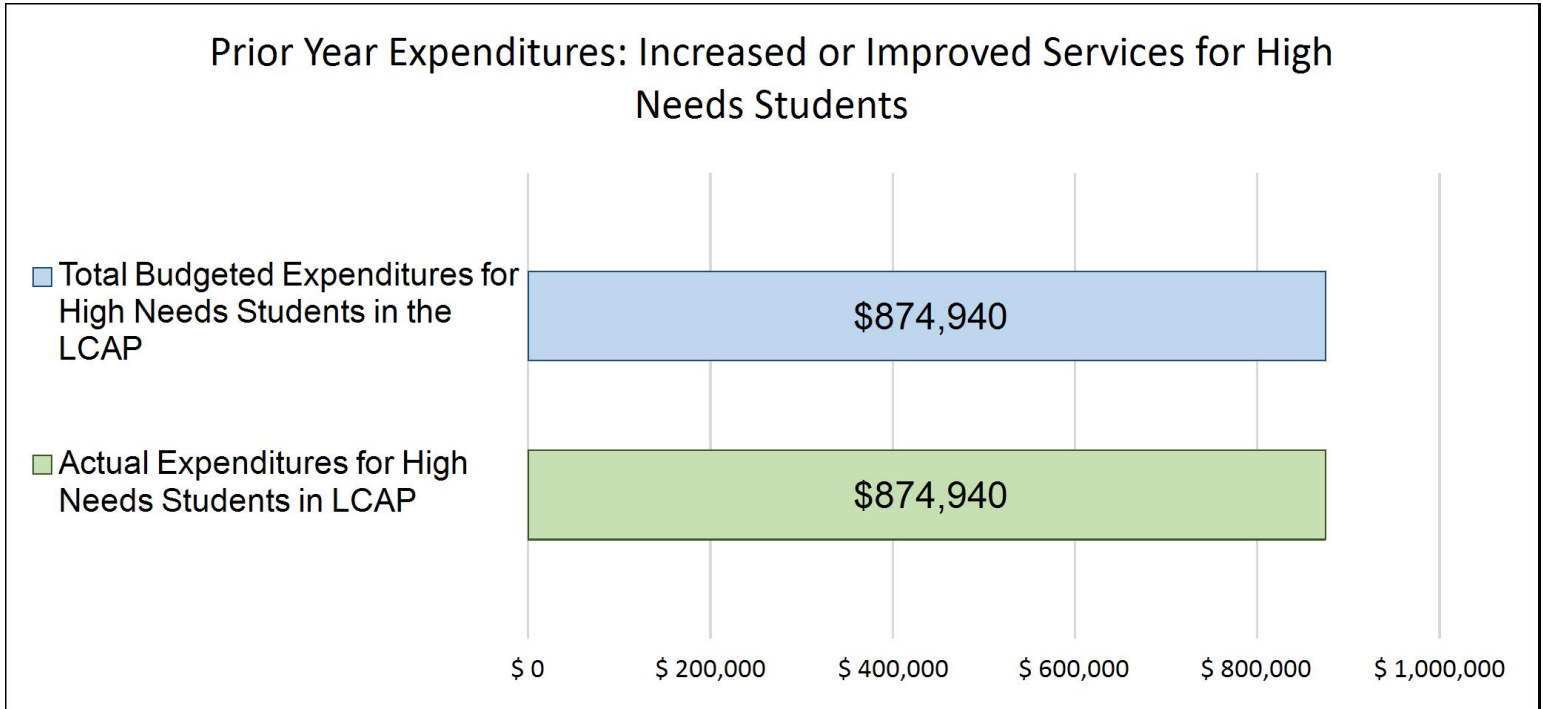
The text description of the above chart is as follows: Yuba City Charter School plans to spend \$4855802 for the 2023-24 school year. Of that amount, \$2640271 is tied to actions/services in the LCAP and \$2,215,531 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Yuba City Charter School is projecting it will receive \$920831 based on the enrollment of foster youth, English learner, and low-income students. Yuba City Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba City Charter School plans to spend \$1744577 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Yuba City Charter School's LCAP budgeted \$874940 for planned actions to increase or improve services for high needs students. Yuba City Charter School actually spent \$874940 for actions to increase or improve services for high needs students in 2022-23.

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K-12 Public School

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba City Charter School	Herbert W. Cooley Superintendent/Principal	h.cooley@yubacitycharter.com 5308229667

Plan Summary [2023-24]

General Information

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

Yuba City Charter School is a K-12 public charter school located in Yuba City, serving about 270 students primarily from the Yuba-Sutter area. Yuba City is located about 40 miles north of Sacramento. Yuba City itself has a population of approximately 65,000 and the aggregate population of Yuba and Sutter Counties is over 100,000.

Yuba City Charter School opened its doors in August of 2000, within the Yuba City Unified School District. A three year accreditation was issued in 2012 that was extended to a full six year accreditation in 2015. In 2018, YCCS completed a full WASC self-study and received a six year term of accreditation. In 2020 YCCS completed a midterm review and will complete a full self study in 2023.

Nearly all of the students who come to YCCS enroll because they are experiencing limited or no success in school and are looking for an alternative to traditional public school. In 2013, new administration was put in place, and most of the seats on the corporate board were filled with new members, which marked the beginning of great change at YCCS. Among the goals for the new administration, were increased enrollment, less student turn-over, and improved instructional program and greater student success. These goals and more have been addressed and continue to be the basis of ongoing school-wide improvement. New curriculums for math and English were adopted and deployed. Schoolwide standards based testing takes place three times per year providing highly reliable assessment of student performance in English, Reading, and Math. YCCS contracted with NWEA in 2014-15 to implement school-wide assessments in Math and ELA to augment the in-house pre and post assessments. Data from these assessments indicates that the choice to change curriculum and instructional approach in 2013-14 was a good one. In 2016-17 it was decided that use of the SBAC practice test for all applicable grades would be a good advancement. This testing commenced in 2017-18 and continued through 2018-19. As a result of the COVID-19 pandemic, all testing and instruction was thrown into chaos in the middle of the 2019-20 school year. An entire year of "normal" school was lost. YCCS persevered as did its students, parents, teachers, and staff. As the school recovers from the devastation, the school returned to using NWEA for assessments three times per year.

It has become clear that while ground was lost, the academic damage was less than anticipated and our students have proven to be more resilient than we could have hoped. We are on the path to recovery and our mission to improve student performance both academically and socially is returning to full swing. YCCS has fully implemented the concepts and practices of Capturing Kids' Hearts, a program developed by the Flippen Group. This program has significantly impacted the climate of the school and continues to prove to be a valuable program for YCCS. Staff will receive training in Capturing Kids' Hearts again prior to the beginning of the school year. In 2022-23 The Vice Principal took over as Superintendent/Principal after the retirement of the former Superintendent/Principal. The culture of the school saw little change in this transition, as it was a well planned and executed change that was developed by the school board and administration.

YCCS serves a mixed population, with three significant subgroups, which are 18% white, 82% socioeconomically disadvantaged and 68% Hispanic. The newer curriculum and instruction have greatly improved student performance and YCCS remains optimistic for the future. YCCS also believes that the implementation of formal Spanish language for all grade levels has had a significant impact on student performance particularly among Hispanic students. YCCS's performance on standardized tests has been steadily improving since 2013 as has student enrollment. Extensive changes to the curriculum and instructional practices of YCCS have proven to improve both enrollment and student achievement over the past seven years. YCCS believes that these changes, and the expanded support planned for the next year, in spite of the COVID-19 tragedy, will continue to greatly improve student performance and success. YCCS continues to address all areas of the school-wide improvement plan and the WASC action plan, striving to improve beyond simply that which is required but toward excellence as a public school.

Reflections: Successes

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

Expanded intervention for both math and ELA, and the intensive commitment to best instructional practices, and close analysis of student performance data continues to show success in student performance. Testing indicates that our efforts to mitigate learning loss continues to be successful. The school-wide NWEA assessments showed that while there was learning loss among students at YCCS it was not as severe as expected and in fact many students actually improved. Most students seem to have overcome the spirit-crushing isolation and separation that came with COVID. The last data showed that 44.0% of YCCS students met or exceeded the ELA standards and another 22.00% nearly met standards, meaning that 66% of our students met or nearly met State standards in ELA. Analysis of the data showed that all students whether they met or exceeded standards or not made measurable improvement toward meeting standards. 19.33% of students met or exceeded standards in math and 26.67% nearly met standards. This means that 46% of our students met or nearly met State standards for math. All students did demonstrate measurable improvement from the previous round of testing in math as well. The suspension rate at YCCS was 0.7%. This is largely attributable to Capturing Kid's Hearts training to enhance and support the social-emotional needs of YCCS students especially in the aftermath of COVID. In 2023-24, all staff will receive training in CKH and will be used as a primary method of enhancing and preserving a positive school climate. Yuba City Charter will continue to work with students to maintain our graduation rate through opportunity programs and the opportunity to improve grades in classes that meet the UC/CSU A-G requirements. YCCS will also continue to offer Career Technical Education courses through supporting pathway courses and programs of study.

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.

The latest NWEA data shows that 19.83% of students have met and or exceeded standards in ELA. New staff at the school, especially in the elementary need more professional development in assessing data and creating curriculum and intervention strategies to support students. NWEA scores in math show that 13.33% of students met or exceeded standards. Focus will be placed on assessments and intervention strategies for students. Current NWEA testing shows that while all students made measurable progress, there will be need for learning loss mitigation and intervention to increase student performance on state standards. YCCS still needs to put significant work into improving student social-emotional environment and success and academic intervention to accelerate and increase student improvement and success on state standards as these standards can be predicted to be assessed in the coming year. Enrollment declined slightly, and the demographics of the school consist nearly entirely of student groups that typically struggle with meeting State standards. YCCS will continue to prepare students for college and career. Students will be offered Opportunity classes to recover credits or to improve grades in UC/CSU A-G required courses to increase the number of students that graduate meeting the UC/CSU A-G requirements.

LCAP Highlights

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

Having accomplished most of the academic restructuring goals of the YCCS Board and administration, this year's LCAP will continue to focus upon intervention for low performing students, EL students, and students with disabilities. Additional time and resources will also be provided to support general education students who need help with learning loss and credit recovery. YCCS plans to expand support for college bound students, enhancement and maintenance of our A-G programs, enhancement and improvement of existing enrichment and CTE programs, including A-G curriculum and materials for a high school agricultural science classes, and curriculum development for Spanish language for grades K-12. Among the priorities for this year's budget are improvement and expansion of facilities including CTE agricultural facilities for housing animals. Funding will also be used to expand instruments available for our CTE Performing Arts Band students. Equipment will be purchased to expand the our new Culinary Arts CTE program. This goal is essential to the continued growth and success of our college prep and CTE programs. Given the difficulty recruiting staff during COVID, we will be making a significant effort to fill our open Spanish Language position for the 2023-24 school year. YCCS has established a program that fully meets the UC's A-G requirements. As of 2017-18, YCCS has seven AP courses that have been approved by the College Board. YCCS has a 100% graduation rate, and all high school students are enrolled in A-G courses and or AP courses. The most important goal in the 2023-24 LCAP is to provide support and learning loss mitigation to every student particularly those with extenuating circumstances that were made worse by the COVID pandemic, and to help students recover from social emotional damage and prepare them to improve performance on the CAASPP. YCCS has increased technology in the form of Chromebooks, computers and interactive boards in every classroom. YCCS will continue to review the software used to support student learning in ELA, Math, keyboarding, Spanish, and study skills and will provide one Chromebook per student for use at home and one Chromebook for use in the classroom. Additionally, YCCS will have new curricula for both Social Studies and Science for elementary students and professional development to help in the implementation of the new curriculum.

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.

Teachers participate in the development of LCAP through weekly staff meetings where teachers engage in the development of priorities. Staff meeting specifically for LCAP were March 6, March 20, May 1 and May 15, 2023. Certificated and Classified staff participate in the development of the LCAP through staff development days in which time is set aside for teachers to express needs and suggestions for use of LCFF funds. Teacher training days in 2022-23 were Aug. 2,3,4,and 5, Sept. 2, Oct. 28, 2022, and Jan. 9, Feb. 17, Mar. 27, May 26, 2023 providing ample opportunity for input on LCAP. There is no Bargaining Unit at YCCS. YCCS met with El Dorado County Charter SELPA on May 4, 2023.

Students participate through the ASB and the ASB President is also the student board member who represents the students at all regular board meetings. Through ASB and the ASB president students have a voice in the process of developing the LCAP. ASB meets daily and time is available for student discussion and forums regarding the use of LCFF funds.

Parents are invited monthly to the Parent Advisory Committee meetings and ELAC/DELAC meetings. These meetings are a monthly opportunity for parents to become involved in the school and to discuss and suggest how LCFF funds can best be used at YCCS. Parents are also encouraged to attend meetings of the board and particularly public hearings specifically designed to allow public and parent input into the development of the LCAP and use of LCFF funds.

The LCAP Public hearings were held on May 3, 2023 and June 7, 2023. The LCAP was adopted by the Board and the Parent Advisory Committee on June 7, 2023.

A summary of the feedback provided by specific educational partners.

ELAC and Parent Advisory Committee recommended and requested additional ELD services.

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

YCCS is dedicated to transparent operations. Both formal and informal meetings and through gathering of data from surveys, YCCS makes every effort to be very informed on the wants, needs, and expectations of its students, parents, staff, faculty, and community. Consultation with the school community have a large impact on development of the LCAP and the use of LCFF funds. In particular, students have a very prominent voice in the direction and development of the school's programs, activities, and academic improvements. The YCCS LCAP takes into consideration the concerns of all of its school community and is heavily impacted by these consultations. In particular, requests from the PAC and ELAC for increased availability of ELD instruction for all EL students impacted the LCAP in that additional sections of ELD and a new Spanish teacher was placed in the budget to allow more time for ELD and continued Spanish curriculum. Input from students, teachers, and board members has encouraged use of LCAP funding to upgrade technology in classrooms to improve delivery of instruction and student participation. Emphasis will continue to be placed on increasing Career Technical Education classes. A new CTE shop facility will house CTE classes in the Agricultural Mechanics pathway.

Goals and Actions

Goal

Goal #	Description
1	<p>Implementation and support of Curricula that meets State standards and individualized support for the success of all unduplicated pupils. Support math and ELA Curricula and provide sufficient professional development to maximize implementation of K-12 curricula using best practices and strategies for optimized student achievement and success for all unduplicated students. Adopt new social science and science curricula and provide professional development for each. Maintain Spanish Language as a core instructional program and increase ELD instruction as needed to all EL students. Maintain a full-time counselor, and fully staff the Student Success Team including a Dean of Academics and SELPA Coordinator to address the needs of homeless, foster, disabled, underrepresented, and ELL students as needed and to act as liaison to the SELPA and to oversee the SPED and ELD programs. Maintain status of all A-G classes and plan for expansion of offerings. Ensure that all teachers are appropriately credentialed and that all students have equal access to core curricula.</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Condition of Learning) Priority 4 : Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Maintenance of Standards-based math and ELA curricula and adoption of Standards-based social science and science curricula are essential to creating a firm foundation to the core academics of YCCS. The school will adopt new social science and science curricula in the 23-24 school year that support state standards. Additionally, YCCS will review, and as necessary, modify and improve both curriculum, implementation, and direct instruction of all academic programs as these foundations must remain strong and effective if the school is to continue to grow and improve as an academic and CTE organization. YCCS must support ELL students with programs that has been proven to accelerate attainment of English language skills. As the number of EL students continues to grow, YCCS must constantly adjust and increase services to EL students to ensure closure of the achievement gap and equitable access to rigorous content and academic and CTE opportunities. Spanish language is an advantage to which all students should have access. Career and guidance counseling is essential to the success of all students. In order to ensure equitable access to all faucets of a complete educational experience, YCCS must expend significant funding and resources to the task, including services and programs to support students academically and social-emotionally, and in the pursuit of learning recovery and grade level competency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall performance on ELPAC Test	46 students tested 7% Advanced 26% Early Advanced 39% Intermediate 22% Early Intermediate 7% Beginning	16.4% Level 4 37.77% Level 3 30.2% Level 2 15.71% Level 1	8.82% Level 4 41.18% Level 3 25.00% Level 2 25.00% Level 1		35% Level 4 35% Level 3 20% Level 2 10% Level 1
CAASPP ELA Meeting or Exceeding Standards	18% meet or exceed	32.43% Met or Exceeded	44.00% Met or Exceeded		45% Met or Exceeded
CAASPP Math Meeting or Exceeding Standards	12% meet or exceed	16.43% Met or Exceeded	19.33% Met or Exceeded		25% Met or Exceeded
CAASPP ELA % Decrease in Students not Meeting Standards	58% not met	35.14 not met	34.00% Not Met		20% not met
CAASPP Math % Decrease in Students not Meeting Standards	71% not met	54.11% not met	54.00% Not Met		40% not met
High School Graduation Rate	90.5% Grad Rate	100%	100% Graduation Rate		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Student Services	Hire and retain 23 FTE (full time equivalent) classroom teachers all of whom who are appropriately credentialed and assigned.	\$2,147,736.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide ELA/Math/SS/Sci. Professional Development Support - \$23,976; Adopt new Social Science and Science Curriculum Adoption - \$120,000; Spanish Language – \$27,092; Counselor; Dean Of Academics; SELPA Coordinator/Homeless-Foster Liaison; Induction; SPED Paraeducator; Increase ELD to one FTE.		Yes

Goal Analysis [2022-23]

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

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

Social Studies and Science curriculum in the elementary grades was explored. New curriculum was chosen and adopted and will be implemented in the 23-24 school year. The Dean of Academics works closely with the Counselor and SELPA Coordinator in monitoring and implementing intervention strategies for our EL students as well as our Foster and Homeless students.

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.

All budgeted expenditures matched the estimated actuals expenditures with the exception of the social studies and science curriculum that has been adopted and will be implemented in the 23-24 school year. In all other areas, the planned percentages or improved services matched or exceeded the estimated actual percentages of improved services.

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

YCCS continues to expand the offering of A-G classes and CTE courses and pathways. A new Culinary Arts pathway was offered to students. ELD services continue to be expanded and more classes will be added to allow for student to take Spanish classes.

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.

The Dean of Academics was added to collaborate with the counselor and SELPA Coordinator to insure that targeted interventions and strategies are implemented for our ELL, Foster, and homeless students. Science and Social Studies curriculum has been adopted and will be implemented in the 23-24 school year. Other than that, there were no significant changes to the planned goal, metrics, desired outcomes or actions.

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	<p>Develop and support a broad course of study for all students. Help students succeed both socially and academically. Enrichment classes including Drama, Art, CTE and Music will be emphasized as part of the Social Emotional Learning component to help increase student leadership skills. Advanced classes and AP Classes will be offered primarily to meet the needs of unduplicated pupils and provide them with high level academic instruction. All students will have access to these classes and programs. Continued growth of the CTE program ensures and enhances a broad course of study, career opportunities, and exposure to multiple career and college options. Extensive Career Tech (CTE) classes will be offered to prepare students for future training and employment including seven career pathways. CTE will continue to be supported materially by an advanced theater classroom, a CTE Ag Science Lab including materials, instructors, and state of the art equipment, and a CTE Ag Mechanics Lab. Funds will be used to strengthen CTE programs including instruments for the CTE Performance Band, Upgrades to the Animal Unit for the Agricultural and Natural Resources pathways, and equipment for the Culinary Arts pathway.</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

One of the most important concerns of YCCS is the creation of and support for a solid academic program. The purpose of the school is to prepare k-12 students with skills and knowledge to propel them into a future of academic and career success. This includes providing opportunities for competition. The FFA program provides students with academic competition to sharpen skills and prepare students for future competitive endeavors. The CTE program which is a centerpiece of YCCS prepares students for the rigors of training and preparation for entry into the career world and for continuing educational opportunities which can serve to better prepare students for successful careers and successful progress toward higher educational goals. YCCS makes it a priority to provide students with the education and experience needed to make good life choices and to successfully compete in both the academic and career worlds.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	90.5%	100%	100%		100%
Students applying to CSU or UC	0%	10%	4.3%		5%
Students with a-g classes	100%	100%	100%		100%
Students enrolled in Community College	100%	90%	34.8%		95%
Students enrolled in career training	0%	10%	36.4%		100%
Students entering military service	0%	0%	0%		5%
Students continuing education after graduation	Data Not Available	NA	NA		90%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study and Career Technical Education	Maintain art, drama, and CTE programs and teachers. Supplies and materials for AP and CTE classes. Supplies and materials for Music and Drama. CTE – Coordinator position. Agriculture Pathway Supplies.	\$95,447.00	No Yes

Goal Analysis [2022-23]

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

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

The school has decided to end its Academic Decathlon team. Funds that were to be expended on Academic Decathlon have been used to increase the leadership training components in the CTE pathways. YCCS continues to expand and improve a broad courser of study for its students. Each year the school works to maintain the integrity of our academic program and to sustain and where appropriate to expand AP

and A-G class offerings to all high school students. Much effort and resources are expended on CTE programs. Increasing efforts are expended each year to counsel and encourage students to enroll in college and post-secondary career technical education programs. Students are guided through the FAFSA to support those with financial need and scholarship programs are reviewed with students annually to help them with the cost of college. AS students at YCCS become more and more capable they are encouraged to continue their education after high school. YCCS is there to meet the challenges with our students and support them in pursuing and adopting post high school educational goals whether those goals are college or career. YCCS has seen marked improvement each year regarding the percentage of students who are continuing their education and entering the workforce, military, vocational education or college.

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.

YCCS made the decision to end the Academic Decathlon team and put our efforts in to developing student leadership in our other CTE programs including, Drama, Music and Agriculture. Budgeted expenditures for the Academic Decathlon team were redirected into increasing opportunities for student leadership development in the CTE pathway programs. All other budgeted expenditures closely align with the actual expenditures.

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

Student engagement and improvement can be seen in the number of students taking CTE courses and increased pathway completers. Students continue to recover from COVID learning loss and opportunity classes have helped student success by allowing students to improve grades in A-G classes and helping more student to meet the UC/CSU A-G requirements.

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.

Emphasis will continue to be placed on having students graduate college and career ready. Students will see an increase in the number of A-G classes as another ART class will be added to the A-G list and continued improvement in our CTE pathway facilities and equipment.

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	<p>Improve school climate and parent involvement. Review and support training in Capturing Kids’ Hearts for all employees and board members to improve and enhance the educational experience and to promote a safe and productive environment for all students. Training for 2023-24 will include: building relationships with all students and colleagues, creating a safe environment for learning, and developing self-managing classrooms. Support and develop the Parent Advisory Committee as well as ELAC, DELAC, and CTE advisory committees. Support ASB. Provide training for the members of the board. Provide a vice principal to support student behavior and school climate. Engage or employ personnel to enhance advertising and make use of social media to increase parent and community involvement.</p> <p>State Priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil; Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

There is a need to keep up with new developments in standards and educational trends and research, and to continue to foster and develop a positive climate for student learning. Part of this includes enhanced parent involvement and improved discipline policies and practices. School climate and the social-emotional wellbeing of the staff and students at YCCS is more important than ever given the stress and anxiety created by the COVID pandemic. YCCS will pay serious attention to these elements of our educational program and support our students and staff utilizing all appropriate resources at the school's disposal to ensure the most productive and encouraging atmosphere possible. Particular emphasis will be place on students with disabilities, English Learners, and Socio-economically disadvantaged students. Special attention will be given to recovering learning and achievement that was lost or diminished by the interference of COVID-19.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	21.4% All Students 10% EL 22.6 SED 19.1% Disabled	.4% All Students 0% EL 0% Disabled .2% Hispanic	0.7% All students 0% EL 0% Disabled 1.2% Hispanic		0.3% All Students 0% EL 0% SED 0% Disabled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20.2 Hispanic 23.5% X2 Races 22.7% White	0% X2 Races .2% White	0% X2 Races 0% White		0% Hispanic 0% X2 Races .3% White
Expulsion Rate	.004	0%	0%		0
CAASPP Math met standards	12% meets or exceeds	NA	19.33% Met or Exceeded		16.43% meets or exceeds
CAASPP ELA met standards	18% meets or exceeds	NA	44.00% Met or Exceeded		32.43% meets or exceeds
CAASPP Math standards not met	71%	NA	54.00%		54.11% not met
CAASPP ELA standards not met	58%	NA	34.00%		35.14% not met
Student Satisfaction Survey	NA	NA	NA		NA
Parent Satisfaction Survey	NA	NA	NA		NA

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Climate and Social-Emotional Support	Support development of Parent Advisory Committee promote parent involvement and support school climate through social media; Train all employees and board members in Capturing Kids' Hearts ; ASB advisor, Board Training; Vice Principal	\$143,652.00	No Yes

Goal Analysis [2022-23]

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

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

A slight decline in student engagement and upswing in discipline matters during the 2022-23 school year leads the school community to believe that a full review of the Capturing Kids' Hearts program is needed in the 2023-24 school year. Prior to COVID, when this program was fully implemented and all staff was trained, suspension and expulsion rates were drastically reduced. With many new staff members it is critical for the Social Emotional well being of students and staff to completely review the CKH program at the beginning of the 2023-24 school year.

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.

While the cost of retraining the entire staff and board members is significant, YCCS feels that consistency can only be maintained with regular review of the practices and policies of CKH and that bi-annual retraining is worth the cost to ensure that all staff is refreshed on the program, and new staff members are introduced formally and completely with the entire program.

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

Incidents of discipline have skyrocketed in the surrounding schools. YCCS has seen only a slight uptick in discipline matters and suspension and expulsion rates are still extremely low in comparison to surrounding schools. YCCS is not satisfied with the increase in discipline and looks forward to training all staff to reenergize the CKH program at YCCS.

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.

The discipline, suspension and expulsion rates are low at YCCS. YCCS seeks to reduce the discipline rates to below 1%. YCCS is confident that reenergizing CKH strategies can achieve this goal.

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	<p>YCCS will address perceived learning loss and social emotional damage, and credit loss through before and after school intervention, additional opportunity classes during the regular school day, summer school, and additional flexibility for students who have fallen behind or who need additional time to complete core class assignments.</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Condition of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5 Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

COVID has resulted in a great deal of instructional time being eliminated or disrupted over the past school years. The need to accelerate student learning to compensate for the loss is apparent. It is clear that in order to recover from the damages caused by COVID, students will need additional time, instruction, and intervention and in many cases counselling to bring them back to normal educational parameters.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students credit deficient		46%			5%
% of students below 2.0 GPA		18.3%			5%
% of students not meeting Math Standards (CAASPP)	83.6%	54%			40%
% of students not meeting ELA Standards (CAASPP)	67.6%	34%			30%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Summer School	Summer school core classes will be offered to help students recover lost credits and or to improve student proficiency in Math and ELA standards as indicated by either grades or CAASPP scores. Students will also have the opportunity to improve grades in classes in order to meet the A-G requirement of a grade of C or better.	\$45,985.00	No Yes
4.2	After School Intervention	Grade-level subject specific tutoring and intervention to support students in recovering lost learning and skills, and to recover lost credits for high school students.	\$116,290.00	No Yes
4.3	Opportunity Classes	Opportunity classes will be created to help students with credit deficiencies to regain lost credits and resume a normal path toward graduation. Students will be able to complete work to improve their grades in A-G approved courses in order to meet the grade C or better requirement for credit toward fulfilling the A-G requirements for acceptance to CSU/UC system. This may require additional personnel or reassignment.	\$91,161.00	

Goal Analysis [2022-23]

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

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

There are no substantive differences in the planned actions of this goal.

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

There are no differences in the budgeted and actual expenditures for this goal.

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

Many students were given the opportunity to improve grades in classes that they failed or received a grade lower than a C. Many students were able to complete assignments that allowed their grade to improve and make credit in that class count toward the UC/CSU A-G requirement. This increases student access to college and universities after graduation. Access to intervention, opportunity and summer courses is reducing the number of students that are credit deficient and increasing the number of students that meet the UC/CSU A-G requirement.

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.

More time will be allotted in the coming year for before school intervention and enrichment. There will also be more opportunities outside of the scheduled number of school days and beyond summer school for students to take intervention classes or enrichment classes.

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

A report of the 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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
846,659	95,628

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
	0.00%	\$0.00	

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.

A SELPA Coordinator/Student Services Director will serve as foster and homeless Liaison and will be assigned and maintained supporting unduplicated pupils including socio-economically disadvantaged students, EL students, and students with disabilities. 92% of the counselor’s time will be dedicated to unduplicated pupils. 92% of all efforts and expenditures to improve school climate, parent involvement, support for a broad course of study, professional development, and all services and materials will be dedicated to unduplicated pupils.

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

Yuba City Charter School’s estimated Supplemental and Concentration grant funding calculated on the number of unduplicated low income, former foster youth, and English learner pupils is \$672,772. The schools unduplicated student count is projected at approximately 87%. There are specific services principally directed towards low-income students and English learners, however, because Yuba City Charter School has such a high percentage of unduplicated students, many of the services described will affect other students. Specific attention has been given to the equity of outcomes for students with overlapping significant subgroups including English learners and students from low-

income families. In total, the actions and services proposed in this LCAP have a total planned expenditure \$2,330,306 which exceeds our estimated Supplemental and Concentration Grant Funds, and thus also exceeds our Percentage to Increase or Improve services of 27.61%.

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.

The schools unduplicated student count is projected at approximately 87%. There are specific services principally directed towards low-income students and English learners, however, because Yuba City Charter School has such a high percentage of unduplicated students, many of the services described will affect other students. Specific attention has been given to the equity of outcomes for students with overlapping significant subgroups including English learners and students from low-income families. In total, the actions and services proposed in this LCAP have a total planned expenditure \$2,330,306 which exceeds our estimated Supplemental and Concentration Grant Funds.

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		1/13.35
Staff-to-student ratio of certificated staff providing direct services to students		1/13.35

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,835,738.00	\$393,075.00	\$8,000.00	\$403,458.00	\$2,640,271.00	\$2,483,671.00	\$156,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum and Student Services	All Students with Disabilities English Learners Foster Youth Low Income	\$1,584,325.00	\$322,228.00	\$0.00	\$241,183.00	\$2,147,736.00
2	2.1	Broad Course of Study and Career Technical Education	All Students with Disabilities English Learners Foster Youth Low Income	\$16,600.00	\$70,847.00	\$8,000.00		\$95,447.00
3	3.1	Climate and Social-Emotional Support	All Students with Disabilities English Learners Foster Youth Low Income	\$143,652.00				\$143,652.00
4	4.1	Summer School	All Students with Disabilities English Learners Foster Youth Low Income				\$45,985.00	\$45,985.00
4	4.2	After School Intervention	All Students with Disabilities English Learners Foster Youth Low Income				\$116,290.00	\$116,290.00
4	4.3	Opportunity Classes		\$91,161.00				\$91,161.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
	846,659		0.00%		\$1,744,577.00	0.00%	0.00 %	Total:	\$1,744,577.00	
									LEA-wide Total:	\$1,744,577.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$1,744,577.00

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	1.1	Curriculum and Student Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,584,325.00	
2	2.1	Broad Course of Study and Career Technical Education	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,600.00	
3	3.1	Climate and Social-Emotional Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$143,652.00	
4	4.1	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	After School Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,640,271.00	\$2,326,129.91

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	Curriculum and Student Services	No	\$2,147,736.00	1706665.29
			Yes		
2	2.1	Broad Course of Study and Career Technical Education	No	\$95,447.00	81412.81
			Yes		
3	3.1	Climate and Social-Emotional Support	No	\$143,652.00	256077.19
			Yes		
4	4.1	Summer School	No	\$45,985.00	62100
			Yes		
4	4.2	After School Intervention	No	\$116,290.00	116290
			Yes		
4	4.3	Opportunity Classes		\$91,161.00	103584.62

2022-23 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)
\$874,940	\$1,744,577.00	\$1,525,269.57	\$219,307.43	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	1.1	Curriculum and Student Services	Yes	\$1,584,325.00	1306624.78		
2	2.1	Broad Course of Study and Career Technical Education	Yes	\$16,600.00			
3	3.1	Climate and Social-Emotional Support	Yes	\$143,652.00	218644.79		
4	4.1	Summer School	Yes				
4	4.2	After School Intervention	Yes				

2022-23 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)
\$2,688,115	\$874,940	0%	32.55%	\$1,525,269.57	0.00%	56.74%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated 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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