

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Yosemite Valley Charter School
CDS Code:	10625470135103
LEA Contact Information:	Name: Baldomero Hernandez Position: Dr. Laurie Goodman Phone: laurie.goodman@monarchriveracademy.org, 559-754-1438 x4220
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$20,331,235.00
LCFF Supplemental & Concentration Grants	\$1,716,979.00
All Other State Funds	\$1,858,306.00
All Local Funds	\$480.00
All federal funds	\$590,224
Total Projected Revenue	\$22,780,245

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$206,543,821
Total Budgeted Expenditures in the LCAP	\$28,073,711
Total Budgeted Expenditures for High Needs Students in the LCAP	\$28,073,711
Expenditures not in the LCAP	\$17,847,011

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$16,458,641
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$17,773,651

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,090,392
2020-21 Difference in Budgeted and Actual Expenditures	\$131,501

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs.

LCFF Budget Overview for Parents

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CDS Code: 10625470135103

School Year: 2021-22

LEA contact information:

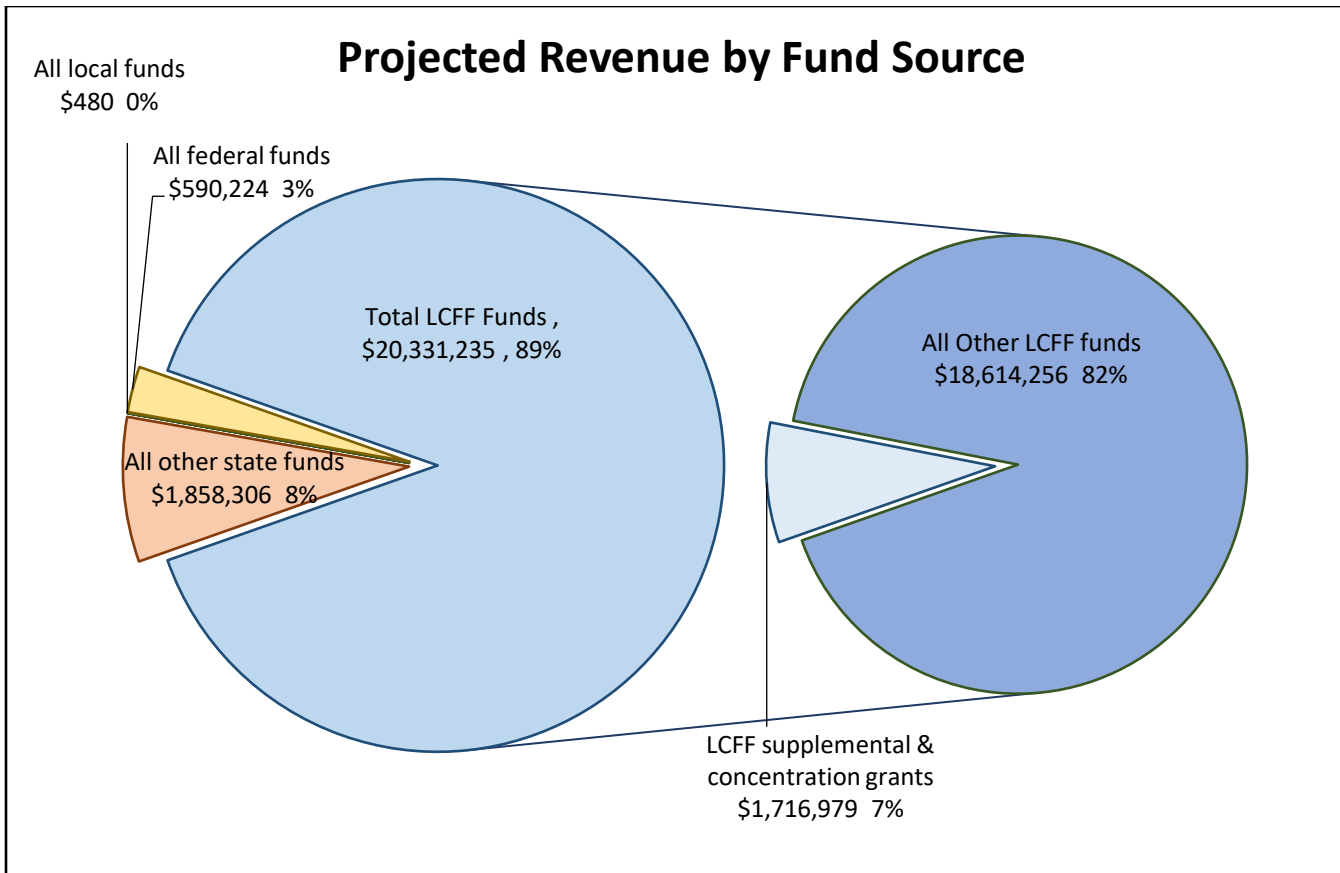
Baldomero Hernandez

Dr. Laurie Goodman

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

Budget Overview for the 2021-22 School Year

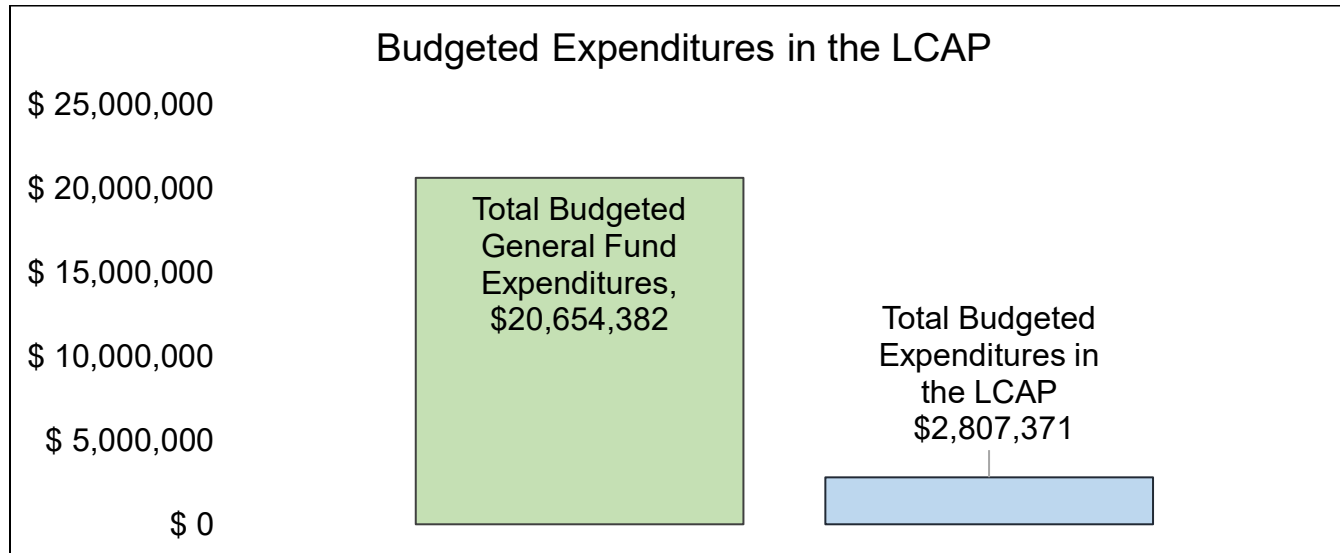


This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The total revenue projected for Yosemite Valley Charter School is \$22,780,245, of which \$20,331,235.00 is Local Control Funding Formula (LCFF), \$1,858,306.00 is other state funds, \$480.00 is local funds, and \$590,224 is federal funds. Of the \$20,331,235.00 in LCFF Funds, \$1,716,979.00 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 Yosemite Valley Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Yosemite Valley Charter School plans to spend \$20654382 for the 2021-22 school year. Of that amount, \$2807371 is tied to actions/services in the LCAP and \$17,847,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

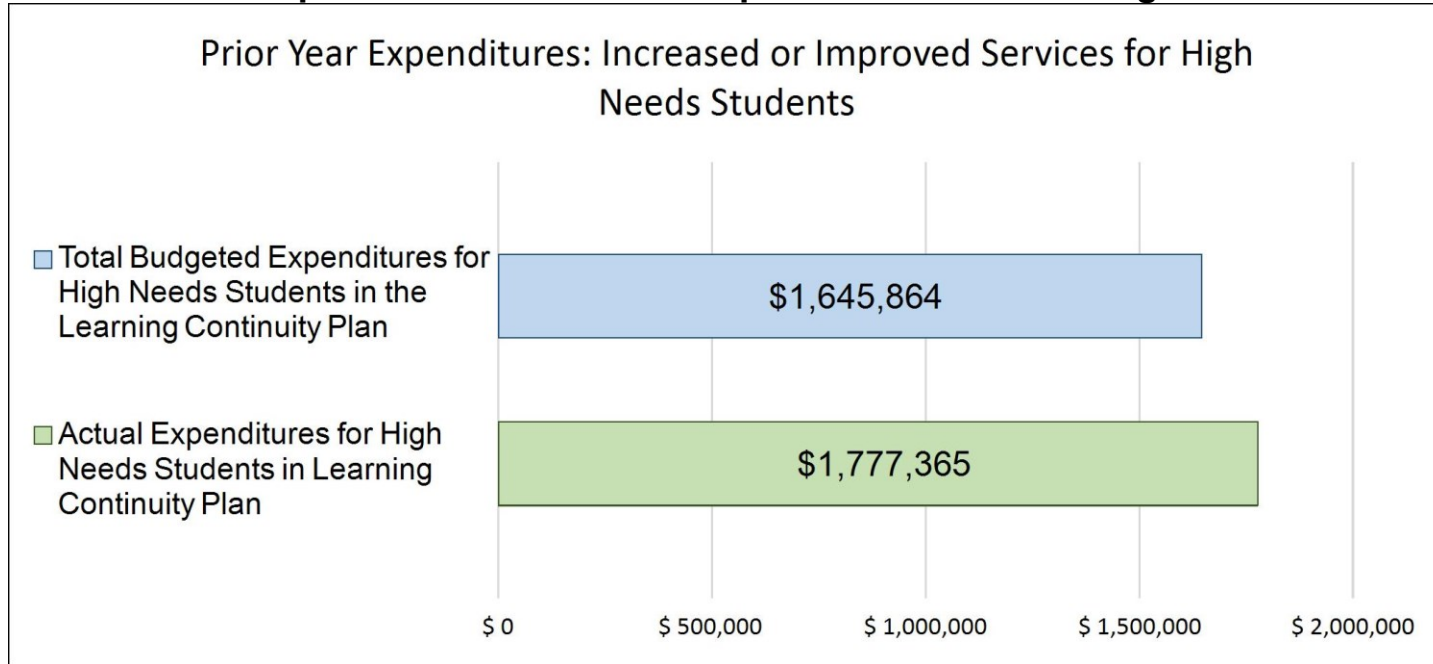
Staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Yosemite Valley Charter School is projecting it will receive \$1,716,979.00 based on the enrollment of foster youth, English learner, and low-income students. Yosemite Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Valley Charter School plans to spend \$2807371 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 2020-21



This chart compares what Yosemite Valley Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Yosemite Valley 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.

In 2020-21, Yosemite Valley Charter School's Learning Continuity Plan budgeted \$1645864 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent \$1777365 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Baldomero Hernandez Dr. Laurie Goodman	bhernandez@westside-elem.com, (559) 884-2492 ext. 2493 laurie.goodman@monarchriveracademy.org, 559-754-1438 x4220

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of teachers appropriately credentialed and assigned. Baseline 100%	108 out of 109 teachers are appropriately credentialed and 100% are appropriately assigned.
Metric/Indicator Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report. Baseline 100%	N/A. Yosemite Valley is a non-classroom based charter school.
Metric/Indicator Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas. Baseline 100%	100% of students had access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.
Metric/Indicator Percent of students who have access to a computer. Baseline 100%	100% of students had access to a computer.

Expected	Actual
<p>Metric/Indicator Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.</p> <p>Baseline 100%</p>	<p>100% of students have access to a broad course of study through vendor lobby electives and enrichment opportunities.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriate credentialed and assigned.	Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF \$5,247,750	Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF 5,066,400.49
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$112,929	1000-1999: Certificated Personnel Salaries LCFF 130,735.40
Provide access to broad course of study such as VAPA courses and enrichment opportunities	5000-5999: Services And Other Operating Expenditures LCFF \$2,743,449	5000-5999: Services And Other Operating Expenditures LCFF 895,951.97 5800: Professional/Consulting Services And Operating Expenditures LCFF 397,394.61

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

Goal 1, Action 3: YVC spent \$1,450,102.42 less than budgeted. This is due to the restrictions placed on in-person enrichment opportunities and services as a result of the COVID-19 pandemic. Students were unable to take advantage of those in-person enrichment opportunities that might have been available had the pandemic not resulted in a statewide closure of programs and services.

After a review of available state and local data and input from parents, staff, and students, funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 2: YVC spent an additional \$182,263.43 to be able to provide additional online instructional enrichment opportunities for students in place of what they may have accessed in person but could not access due to COVID-19 restrictions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March of 2020, many of the school activities, including in-person enrichment opportunities that had been traditionally available for our families were canceled due to the COVID-19 pandemic. As a result, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 1

In order to meet this goal, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. Specific actions and services included, but were not limited to:

- Purchase of technology and devices to ensure all students have access to distance learning.
- PPE and sanitation equipment and supplies to ensure the health and safety of staff, students, and community members.
- Materials and supplies to support increased virtual enrichment opportunities and services.

According to a local survey administered in August of 2020, 83% of parents or guardians surveyed reported that their student used online access to the curriculum and other learning resources as part of their educational program. 98% of parents or guardians felt communication between the parent and the teacher was very good and typically delivered via email, text messaging, and online

meetings. Some of the feedback from the survey indicated a desire for opportunities for social interaction via online platforms such as Zoom. This led to the implementation of the school's virtual clubs program for the following year.

Challenges related to Goal 1:

When COVID-19 restrictions were implemented in March of 2020, YVC quickly adjusted its educational program to meet the needs of staff and students. This disrupted existing plans, including professional development for staff, and caused YVC to have to create new plans for providing enrichment services and activities that were available to families virtually. YVC also had to ensure the health and safety of staff and students in need of in-person services, including students with special needs, the distribution of technology and connectivity for students who did not previously have access, and the distribution of instructional supplies, and materials. Throughout school closure, YVC remained committed to serving our students a robust educational learning program that included services for Students with Disabilities and English Learners and continued social-emotional health services.

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP participation rate will be at least 95%</p> <p>Baseline ELA: 73.1% Math: 72.9%</p>	<p>The CAASPP requirement was suspended for the 19-20 school year due to the COVID-19 pandemic.</p>
<p>Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups</p> <p>Baseline 31%</p>	<p>40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.</p>
<p>Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups</p> <p>Baseline 18.8%</p>	<p>18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic</p>

Expected	Actual
<p>Metric/Indicator 10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually</p> <p>Baseline Level 4- 60% Level 3- 20% Level 2- 0% Level 1- 20%</p>	<p>33.3% of English Learners made progress towards English language proficiency in 2019 according to the 2019 California School Dashboard.</p>
<p>Metric/Indicator At least 10% of EL students will reclassify</p> <p>Baseline 16%</p>	<p>7 students were reclassified during the 19-20 school year.</p>
<p>Metric/Indicator 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year</p> <p>Baseline 100%</p> <p>Metric/Indicator 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught</p> <p>Baseline 75%</p>	<p>100% of teachers will engaged in 15 or more hours of curriculum training professional development related to the Common Core State Standards during the school year.</p> <p>The following are participation rates for the STAR360 Reading/Early Literacy and Mathematics for the 2019-20 school year.</p> <p>Overall Reading 96% Fall 72% Spring</p> <p>Mathematics 90% Fall 69% Spring</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	1000-1999: Certificated Personnel Salaries LCFF \$1,203,202	1000-1999: Certificated Personnel Salaries LCFF 182,824.80
<p>Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services</p> <p>Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.</p>	<p>4000-4999: Books And Supplies LCFF \$495,530</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$156,000</p>	<p>4000-4999: Books And Supplies LCFF 677,793.43</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 156,000</p>
Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics	Included in 1100 salary costs listed in goal 1, action 2 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant (LPSBG) \$27,665	<p>5800: Professional/Consulting Services And Operating Expenditures Low Performing Student Block Grant (LPSBG) 1757.20</p> <p>4000-4999: Books And Supplies Low Performing Student Block Grant (LPSBG) 25,907.30</p>
This action is embedded within Action 4 of this Goal and thus discontinued		
This Action is embedded within Action 2 of this Goal and thus discontinued.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

Goal 2, Action 1: YVC spent \$1,020,377.20 less than budgeted. This was due in part to the cancellation of state testing due to the COVID-19 pandemic. YVC did not have to facilitate state testing which would have included costs for the rental of facilities, professional development and training for staff, and purchasing materials and supplies for testing. The difference is also due in part to the demerging of YVC from the larger umbrella of Inspire Schools. YVC began to shift the responsibilities budgeted for Inspire personnel to personnel employed by the school.

After a review of available state and local data and input from parents, staff, and students, funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 2: YVC spent an additional 182,263.43 to be able to provide additional online instructional enrichment opportunities for students in place of what they may have accessed in person but could not access due to COVID-19 restrictions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March of 2020, many of the school activities, including in-person enrichment opportunities that had been traditionally available for our families were canceled due to the COVID-19 pandemic. As a result, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 2

Throughout the pandemic, YVC continued to support English Learners through direct instruction provided virtually, and through providing alternative assessments to allow students to reclassify. Also, YVC was able to provide additional funding for virtual enrichment opportunities, including tutoring and support for struggling students. Finally, many respondents to a local survey conducted in August of 2020 reported that they were able to continue to facilitate their educational plans with minimal disruptions due to the nature of YVC's independent study homeschool program. 68% of respondents reported feeling comfortable using technology to help with instruction and 90% reported having access to high-speed internet, a number significantly higher than other local area schools. This resulted in less of a disruption to access to the educational program than what was experienced by students attending classroom-based programs.

Challenges related to Goal 2

Due to COVID-19 restrictions, CAASPP assessments were waived for the 19-20 school year. While this was helpful as staff and families struggled to adapt to the effects of the pandemic, it prevented YVC from collecting important summative achievement data. While families continued to provide curriculum embedded assessments, and YVC was able to administer the STAR 360 assessments, students and families struggled to adapt to a new environment created by school closures, job losses, and other mental health constraints.

Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The number of students taking college level courses (concurrent enrollment or within community colleges)</p> <p>Baseline 100 students will enroll in college level courses.</p> <p>Metric/Indicator Counselors and HST teachers will meet with each student and family to a create personalized learning plan</p> <p>Baseline 100%</p>	<p>According to the 2019 California school dashboard, 41.7% completed college credit coursework. (54 Students)</p> <p>100% of high school students met with a Counselor and Home School Teacher (HST) to a create personalized learning plan</p>
<p>Metric/Indicator Increase the number of Career Technical Pathways</p> <p>Baseline Establish at least one CTE Pathways</p>	<p>YVC increased the number of Career Technical Pathways through multiple options including Edmentum and EDynamics course offerings.</p>
<p>Metric/Indicator Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator</p>	<p>According to the 2020 California School Dashboard, College and Career Indicator 50% of students were prepared or approaching prepared as compared to 44% the prior year.</p>

Expected	Actual
<p>Metric/Indicator Percent of students that pass AP examination with a score of 3 or higher</p> <p>Baseline This will be based on 2017-18 test results</p>	<p>80% of students who took an AP exam during the 2019-20 school year scored a 3 or higher.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase number of vertically aligned CTE Pathways</p>	<p>Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Costs included in Goal 1, Action 1 0</p>
<p>Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.</p>	<p>Professional/consulting services and operating expenditures/costs included in Goal 1, Action 2. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p>	<p>Costs included in Goal 1, Action 2. 0</p>
<p>The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.</p>	<p>Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0</p>	<p>Costs included in Goal 1, Action 1 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The cost to implement Goal 3, action 1, was embedded in the costs to implement Goal 1, Action 1. Specifically, YVC's certificated staff helped to increase the number of vertically aligned CTE Pathways.

The cost to implement Goal 3, action 2, was embedded in the costs to implement Goal 1, Action 2. Specifically, YVC's assistant director and regional coordinators were tasked to support and provide professional development to ensure students demonstrate preparedness as measured by the College Career Indicator.

The cost to implement Goal 3, action 3, was embedded in the costs to implement Goal 1, Action 1. Specifically, YVC's highly qualified teachers helped implement the IGPS review/adjustment procedure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes related to Goal 3

During the 19-20 school year, Yosemite Valley Charter (YVC) implemented an Individual Graduation Plan (IGP) review/adjustment procedure that included Homeschool teachers (HSTs) reviewing individual student grades after each grading period. 100% of high school students were monitored for academic progress. Counselors and HSTs worked to identify, create a plan and monitor those students who were at risk of failing to meet their academic goals. These efforts resulted in an 82% graduation rate for YVC students and an 80% pass rate of 3 or higher for those students who took advanced placement (AP) exams.

Challenges related to Goal 3

Part of the plan to increase Career Technical Education pathways involved partnerships with local businesses and organizations that could provide real-world opportunities and experiences for YVC students. Due to restrictions put in place due to COVID-19, many of these in-person opportunities were not available and YVC shifted focus to online options for students. Another challenge presented by the pandemic was the shift from in-person meetings between HSTs, students, and families to meetings using Zoom. Staff feedback indicated that it was more difficult to monitor student work product and time spent on schoolwork through the virtual platform.

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment</p> <p>Baseline New program and Baseline data will be available in 2017-18</p>	<p>100% of students had access to participate in enrichment opportunities.</p>
<p>Metric/Indicator Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in</p> <p>Baseline Baseline data will be created in 2017-18</p>	<p>Due to significant organizational change experienced as YVC demerged from Inspire Schools during the Spring of 2020, records of the specific student organizations mentioned were not kept. According to a local survey administered to students during the 19-20 school year, 74.4% of respondents reported that they attended a school field trip or activity and 66.7% participated in project-based learning that incorporated technology and collaboration with other students.</p>
<p>Metric/Indicator Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics</p> <p>Baseline 100%</p>	<p>According to local data, there were 98,369 page views of the school website.</p>

Expected	Actual
<p>Metric/Indicator Maintain chronic absenteeism rate at 0%.</p> <p>Baseline 0%</p> <p>Metric/Indicator Maintain the rate of pupil suspension and expulsions rates.</p> <p>Baseline 0%</p>	<p>According to the 2019 California School Dashboard, less than 2% of students were chronically absent, representing an 0.7% decline from the previous year.</p> <p>0 students were suspended or expelled.</p>
<p>Metric/Indicator Increase high school cohort graduation rate</p> <p>Baseline TBD</p> <p>Metric/Indicator Decrease the high school cohort dropout rate</p> <p>Baseline TBD</p>	<p>In 2020, YVC's graduation rate was 82%.</p> <p>There were 9 high school dropouts in 2020.</p>
<p>Metric/Indicator Decrease the middle school dropout rate</p> <p>Baseline Our SIS does not identify any middle school students as dropouts.</p> <p>Metric/Indicator Increase parent participation rate for the school climate survey by 10</p> <p>Baseline 23% surveys were returned</p>	<p>Local data shows 14 middle school dropouts in 2020.</p> <p>According to a local survey administered in August of 2020, there were 456 respondents.</p>
<p>Metric/Indicator Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments</p> <p>Baseline 95%</p>	<p>YVC maintained an attendance rate of 98% rate of attendance.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	Costs included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1, Action 2 0
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 60,183.17 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 100,000
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 143,000
Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$150,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 150,000
Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,053,864	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 533,531.79 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 687,992.39
Maintain updated FAQs, policies, and program descriptions on school website	Included in services provided by district office 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service. There was not a significant difference in the budgeted and actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes related to Goal 4

Despite the ongoing COVID-19 pandemic in 2020, YVC had a graduation rate of 82%. This is due in large part to Homeschool teachers implementing more consistent progress monitoring for high school students. Also, despite many in-person enrichment and community activities being closed, students remained engaged in important learning and activities. According to a local survey administered to students during the 19-20 school year, 74.4% of respondents reported that they attended a school field trip or activity and 66.7% participated in project-based learning that incorporated technology and collaboration with other students.

Challenges related to Goal 4

During the Spring of the 2019-20 school year, Yosemite Valley Charter underwent a reorganization of structure and systems as part of demerging from the larger umbrella of Inspire schools. As part of this process, administrative functions and support were shifted from shared personnel to dedicated YVC employees. Instead of having one central Inspire support staff and sharing staff with other Inspire Charter Schools, YVC contracted with Thinksuite to provide services that had been provided by shared certificated personnel from other charter schools. While the results have been positive, some effects of the demerge process are still felt.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for staff and parents related to incorporating MTSS practices into lessons.	\$4,000	\$4000	Yes
Development and implementation of student-centered club to expand access to peer support and more enrichment opportunities	\$3,000	\$3000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was not a substantive difference in the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Yosemite Valley Charter School (YVC) operates a non-classroom-based independent study program. Typically, homeschool teachers do meet with students in-person during regularly scheduled learning period meetings to provide support and review student performance and progress. While most of our learning takes place in a distance learning format, we do offer access to various in-person enrichment and community activities as part of the educational program. Due to restrictions put into place because of the COVID-19 pandemic, all in-person activities were halted according to state and local guidelines to prevent the spread of illnesses including COVID-19.

Successes

Beginning the 2020-21 school year, Yosemite Valley Charter (YVC) began to infuse trauma-informed practices as well as universal supports to help mitigate the negative effects of COVID-19. Social-emotional learning was included in monthly learning period meetings with families and staff was provided with resources to assist families.

As a non-classroom-based independent study work charter school, we continued to provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified homeschool teacher (HST) was assigned to each family and met once during each learning period to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During the regularly scheduled learning period meetings, HSTs worked together with families to provide support and to review student performance and progress. HSTs scheduled additional meetings and support as needed. High school students using an online platform for their curriculum were monitored by HSTs weekly to ensure consistent growth.

YVC was able to administer the STAR 360 Early Literacy, Reading diagnostics to 98% of students in the Fall and 95% of students in the Winter. YVC was able to administer the STAR 360 Mathematics diagnostics to 97% of students in the Fall and 94% of students in the Winter. We are proud that our families are participating in this important remote diagnostic so that we can continue to measure progress throughout the year.

As was our practice before extended closure, YVC teachers discuss with each family the curriculum delivery options available during the COVID-19 restrictions. Below are the three distance learning options that were offered to families during this school year:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizing learning goals, determining full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Challenges

As state above, due to restrictions put into place because of the COVID-19 pandemic, all in-person activities were halted according to

state and local guidelines to prevent the spread of illnesses including COVID-19. This meant that YVC teachers, students, and families have adjusted to hold their regularly scheduled meetings using the Zoom platform. According to local surveys, stakeholders from all groups, including teachers, parents, and students missed in-person activities and opportunities to connect with one another. To meet this challenge, YVC provided an online student club program. Teachers teamed up to provide multiple online club options ranging from academic-based clubs such as the Writing club to interest-based clubs such as fitness and Minecraft.

Another challenge presented was serving families who were new to homeschooling and had chosen our school to accommodate the needs of students not being met by traditional brick and mortar distance learning options. To meet this challenge, YVC provided virtual Parent University sessions taught by credentialed staff and veteran homeschooling parents. Session offerings included topics such as organizing the homeschool day to research-based instructional techniques. YVC also offered parents and teachers the opportunity for training from Math content specialists at the Tulare County Office of education. Through a virtual platform, parents, teachers, and students were provided an opportunity to participate in multiple sessions designed to increase academic achievement through first best instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning for staff and parents related to incorporating social emotional practices into lessons as well as intervention, specifically in a distance learning format, including eight intervention specialist and crisis expert	\$108,500	161,093.04	Yes
STAR360 diagnostic/interim assessments	\$70,000	35,427.39	Yes
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$140,000	208,881.28	Yes
Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$20,000	24,835.55	Yes
Online resources, including MobyMax, BrainPOP, and Age of Learning	\$15,000	26,580.50	Yes
Creation of an ELD specialist leadership position	\$84,880	10,000	Yes
Creation of two ELD support specialist	\$20,000	6,666	Yes
Creation of three high school support specialist positions	\$30,000	20,000	Yes
Costs associated with staff using telephone and internet	\$150,000	166,573	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

YVC spent an additional \$52,593.04 on professional learning for staff and parents related to incorporating social-emotional practices into lessons as well as intervention. This was due to increased intervention offerings through Outstanding Direct Instruction classes offered by intervention teachers.

YVC spent an additional \$11,580.50 on online academic resources. This was due to the number of students needing to utilize these programs for learning including distance learning.

YVC spent an additional \$68,881.28 on devices for student learning. This was due to the increased need of students for devices to facilitate online learning.

YVC spent \$34,572.61 less than budgeted on STAR 360 diagnostic and interim assessments.

YVC spent \$74,880 less than budgeted on an ELD leadership position. After evaluating the number of enrolled ELD students, it was decided that a stipended teacher position was sufficient to meet this need.

YVC spent \$13,334 less than budgeted on ELD support positions. One of the 2 ELD support specialists resigned from this position at the beginning of the school year. Due to the number of enrolled English Learners, YVC was able to utilize an MOU agreement with Monarch River so that 1 ELD support specialist could serve both schools.

YVC spent \$27,354.72 less on an ELD specialist leadership position. Due to the number of enrolled English Learners, YVC was able to utilize an MOU agreement with Monarch River so that 1 ELD specialist position could serve both schools.

YVC spent \$10,000 less than budgeted on high school support specialist positions. 2 positions were hired instead of 3.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes

Every student enrolled in Yosemite Valley Charter has access to a full curriculum from the first day of school. Grade-level standards-based curriculum was provided online for every student who did not have their own choice curriculum delivered by the first day of school due to backlogs in shipping created by the COVID-19 pandemic. All students began school under the guidance of a credentialed teacher. Non-classroom based schools have an advantage during this pandemic to minimize the drastic changes of in-person instruction versus their daily instruction. YVC students receive their instruction at home daily therefore the move from distance learning to in-person instruction is seamless for most students. High school students using an online platform for their curriculum were monitored by teachers weekly to ensure consistent growth.

The school provided access to chromebooks and hot spots to all students that needed the technology according to local survey data or upon request. Homeschool teachers worked with each family to ensure that these needs were met.

Throughout the school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark. For those students who did not show sufficient progress towards grade-level standards as measured by data that included STAR 360 results, progress in the educational program, and prior year's CAASPP scores, teachers performed additional targeted assessments to further determine the specific area of need. Targeted assessments included the Bader Reading and Language Inventory and grade-level benchmarks. Using these assessment results, teachers worked with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitored the progress of students along with learning coaches and ODI teachers.

YVC facilitated professional development activities through virtual platforms, such as zoom. Professional development was provided in the areas of Mathematical practices and instruction, social-emotional learning, gradual release of responsibility, virtual educational platforms, and more. According to a local survey, 95.5% of staff respondents are satisfied with the professional development offered.

Teachers embraced the role of educating students and families this year environments by:

- 1) Facilitating high-quality educational plans that included standards-aligned curriculum
- 2) Creating and maintaining a positive culture through virtual learning period meetings that included both academic support and social-emotional learning resources and regular contact with families
- 3) Providing regular support, feedback, and progress monitoring for parents and students
- 4) Engaging in professional learning opportunities to increase student academic achievement and support
- 5) Actively engaging in the Professional Learning Networks (PLN) and Regional Coordinator (RC) teams process to study curriculum, assess student learning, and monitor student achievement.

English Learners (ELs) were provided with targeted supports for both the Hybrid Learning and Distance Learning options. Integrated English Language Development (ELD) was provided daily through embedded supports that included research-based strategies such as sentence frames, vocabulary builders, and visualizations. Designated (ELD) instruction was provided through Zoom and taught by a credentialed teacher to ensure student progress towards language proficiency.

Social-emotional and mental health counseling and community resource referrals were conducted by staff as needed and technology was provided to ensure that all students had access to learning. Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

Each Foster and Homeless family was served by both their HST and school liaison to help ensure the progress of these students. Liaisons help families understand the school and community supports offered and connected families to these resources through direct referrals.

Challenges

As stated above, stakeholder feedback showed a need for social opportunities during the pandemic. Families missed the opportunity to connect through field trips, park days, and other in-person enrichment opportunities. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The school offered participation in parent committees and meetings virtually and by phone, as well as providing a robust virtual club program for students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Costs of additional English learner support	\$55,000	0	Yes
Costs of additional reading/literacy support	\$55,000	47,782.80	Yes
Costs of additional mathematics support	\$55,000	43,125	Yes
Creation of crisis support team	\$60,000	136,614.08	Yes
Creation of School Support positions to support unduplicated students and provide parent outreach	\$75,000	38,273.92	Yes
Creation of intervention system MTSS to mitigate learning loss and address social emotional needs	\$55,000	77,455.36	Yes
Creation of specialist position to support students in crisis and track intervention success	\$60,250	27,644.96	Yes
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$4,500	4,500	Yes
Staff and parent training related to understanding our English Language Development strategies	\$9,900	9,900	Yes
Expenditure associated with the translation of communication and Learning Continuity Plan	\$3,000	0	Yes
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports	\$10,500	136,099.92	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following are descriptions of substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The costs of additional English Learner support were embedded in the action entitled "Creation of ELD specialist leadership position" in the Distance Learning Program Section of this update.

YVC spent an additional \$76,614.08 on positions associated with the Crisis Support Team, including 3 transition team members. Because of an existing MOU between YVC and Monarch River, these 3 transition teachers serve students in both schools.

YVC spent 36,726.08 less than budgeted on school support positions for unduplicated students. This was due to the fact that YVC was able to hire a classified position instead of contracting with a professional service for this position as previously planned. Because of an existing MOU between MRA and Yosemite Valley, this position serves students in both schools.

YVC spent an additional \$22,455 on costs associated with the creation of the intervention system MTSS to mitigate learning loss and address social-emotional needs.

YVC spent \$34,855.04 less than budgeted on a specialist position to support students in crisis and track intervention success. This was due to the fact that YVC was able to hire a classified position instead of a certificated position. Because of an existing MOU between MRA and Yosemite Valley, this position serves students in both schools.

YVC has not yet had the Learning Continuity Plan translated. We recently contracted with Document Tracking Services which can provide translations for documents such as the LCP.

YVC spent an additional \$125,600 on expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports. It was determined that an Assistant Director position was needed to facilitate these tasks, and the additional amount includes the cost of this salary.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes

Our efforts to address Pupil Learning Loss were successful in providing access to learning through internet support, technology, and curriculum resources to all students who had a need due to a change in their normal learning environment. We were also successful in implementing a virtual direct instruction intervention program to serve all students who had fallen below grade level as indicated by our internal benchmark and diagnostic assessments. To support teachers and parents, we partnered with a local county office of education to develop a series of workshops for parents, teachers, and students which offered instructional support, training, coaching, and collaboration in mathematics to help close the learning gap of our low performing students.

Analysis

As described in the previous section, throughout the school year, YVC has been able to maintain attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark. For those students who did not show sufficient progress towards grade-level standards as measured by data that included STAR 360 results, progress in the educational program, and prior year's CAASPP scores, teachers performed additional targeted assessments to further determine the specific area of need. Targeted assessments included the Bader Reading and Language Inventory and grade-level benchmarks. Using these assessment results, teachers worked with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitored the progress of students along with learning coaches and ODI teachers.

Challenges

Some of the challenges we faced were parent support and consistent adherence to students' educational plans during their independent study time. Teachers took extra effort to support these families by providing weekly check in's, close progress monitoring, and revising educational plans to meet student needs as their learning environment required. We implemented a monthly parent Q&A and parent advocacy team to help support our families and find out how we can provide better support and communication.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes

The successes in supporting and monitoring mental health and social-emotional well-being in 2020 included the creating of a Families in Crisis Team and infrastructure to support students and families in crisis. This support includes an intake process that produces a cohesive and multidisciplinary plan of action. Included in this infrastructure is also a website with regional specific and needs specific resources. An SEL elective class was also created as a way for high school students to further their knowledge of ways their learning is impacted by social-emotional learning. Additionally, several staff members were trained and certified to be MHFA (Mental Health First Aid) responders. According to a local survey offered to students in grades 4-12, 75% of respondents reported feeling connected to their school.

Challenges

Challenges in supporting and monitoring mental health and social-emotional well-being in 2020 included an increased demand for school psychologists and social workers. As a small charter school, we do not have the same staffing as bigger schools, so we found ourselves looking for alternative options such as interns.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

YVC involves parents of students in an organized, ongoing, and timely way. Weekly parent newsletters are emailed informing parents of important events and ways to support their children at home both from the school and from each student's individual teacher.

Parents and students meet with their teacher at least once every 20 school days in Learning Period Meetings to discuss and review the completed body of work, make assignments for the following Learning Period, and assess student progress towards mastery of the standards through the use of course outlines and state standards pacing guides. An Educational Learning Plan is created for each student in the meeting with the parent, student, and teacher. These Learning Period meetings provide teachers with an opportunity to review with the parent the student's progress towards the academic standards through a review of the body of work. Teachers use assessments to discuss curriculum options and to make adjustments to the student's educational learning plan, such as an addition of an intervention program. For high school students, teachers review the student's graduation plan regularly throughout the semester with the parents to ensure the student is on pace to meet their post-graduation goals. The teacher uses information gathered during these meetings to help the student and their parent plan goals for the following Learning Period. Student learning and goals are recorded on the Monthly Learning Plan document, which is shared with students and parents and reviewed during the following Learning Period meeting. The Learning Period meetings also build relationships with students and their parents to provide consistency. Finally, during Learning Period meetings, teachers are able to provide families with resources, offer parent training in

best practices of teaching skills, and connect them to local services if needed. The challenge for teachers has been assigning, supervising, supporting, and monitoring a healthy body of student work in an online setting when many students are using a textbook program rather than an online program.

YVC has created an intervention website for parents which lists resources in teaching reading fluency, writing, and math instruction.

Regardless of whether a student chooses an online or textbook-based curriculum, we provide all of our students with a specific online curriculum so that students and parents can work with a standards-based curriculum from anywhere. This was a step to level the playing field to ensure that students with all income levels have access to standards-aligned digital learning tools.

Throughout the year, parents are offered opportunities for training such as workshops in teaching math through Tulare County Office of Education, and free online workshops posted in our monthly newsletter. Online parent workshops are offered both by our teachers through “Parent University” and through outsourcing free webinars.

Parent Information Sessions such as Back to School take place two to three times per year to allow families to make decisions about curriculum options, elective options, vendors, and support resources.

We have started offering SEL lessons every month to parents in learning period meetings, resources in the weekly newsletter, and will be offering classes and curriculum to our TK-12 students in SEL. In another example, parents also expressed a need in supporting their students in language arts and math instruction. Therefore, we started optional online intervention classes in language arts and math and required a parent orientation before they signed up their children. Parents requested more affordable tutoring options, so we hired high school tutors to be peer tutors to the students in our school which have become a popular tutoring option for our students. Parents have also expressed an interest in weekly virtual classes for elementary and middle school which is in the early stages of school planning. Parents expressed frustration with the multitudes of websites and pages, so we have started using the platform Beehively which houses all school and teacher communication, newsletters, and web pages on one easy platform for parents to use.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

N/A

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

YVC has continued to provide a comprehensive educational program for its students throughout the pandemic. Due to the COVID-19 restrictions staff adapted to supporting students and families through online platforms such as Zoom. Regular in-person learning period meetings became Zoom meetings and field trips and other community connecting events were abruptly canceled in order to prevent the spread of illnesses, including Covid 19. Through these changes, the school has tried to offer a high-quality educational program for students that included academic support, technology, social-emotional support, and supports for students with special circumstances.

One of the things we have learned is the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale. For example, in the Fall of 2020, the school piloted our Response to Intervention Model, using virtual Outstanding Direct Instruction classes to provide Tier 2 intervention for struggling students. ODI teachers provided weekly feedback about technology, curriculum delivery, and student progress. The feedback from these classes helped us not only to plan logistically for expanding the program for the Spring but also allowed us to know what we needed to focus on in terms of professional development for teachers and learning coaches. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out schoolwide.

Another lesson learned was the need to implement a system of analyzing the effectiveness of online and outside community partners. Many families chose to work with outside community partners for both academic support, such as tutoring, and enrichment classes and activities. We are proud that our school values parents as partners and that our homeschool teachers work with parents to help them select curriculum and enrichment opportunities, but we are also seeing a need to put into place a more formalized system to help

our teachers and parents know which curriculum might work best for their learners and/or which enrichment services might further the academic success of each child. The initial phase of this process involved a two-pronged approach. First, our Assistant Directors led small teams of teachers in creating grade-level standards-aligned course outlines that included essential knowledge and skills, resources, and academic vocabulary. These course outlines will serve as anchor documents, guiding parents and teachers through each academic year. Second, Regional Coordinators facilitated cross-school curriculum Professional Learning Communities (PLCs) so that our teachers could analyze and evaluate curriculum options based on standards alignment, evidence-based practices, rigor, and student engagement. Our teams spent 3 months working on specific curricula so that we could provide more detailed expertise to our families. The next phase will involve working with our community partners to build a system of analyzing the effectiveness of outside services and enrichment opportunities. YVC intends to build upon these steps by working with parents to facilitate required learning through a strong curriculum to help support student success.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

After a review of state and local data, including stakeholder feedback, YVC recognizes the need to continue to utilize its established Multi-tiered System of Support (MTSS) for all students to identify and assess those students in need of supplemental instruction and support, including pupils with unique needs (low-income students, English Learners, pupils with disabilities served across the full continuum of placements, pupils in foster care and pupils who are experiencing homelessness.)

As part of MTSS, YVC utilizes a systematic cycle of assessment, instruction, and data analysis, previously described, to create meaningful plans of action to measure and improve student academic achievement in the areas of English-language arts and Mathematics. This improvement cycle occurs as part of YVC's Tier 1 academic instructional program. YVC teachers will use grade-level standards-aligned course outlines (K-8) and Individual Graduation Plans (High School) that include essential knowledge and skills, resources, and academic vocabulary to guiding parents and teachers through each academic year.

In order to evaluate each student's needs, all students will continue to be assessed three times a year using local assessments. Teachers will meet regularly with learning coaches (at least once each learning period) to review student progress towards mastery of grade-level standards and to discuss the social-emotional needs of students. Teachers also meet with their regional teams to analyze individual and subgroup data and to collaborate on instructional strategies as part of these improvement cycles.

Using assessment results and student work samples, teachers will continue to identify those students who need targeted Tier 2 academic intervention to improve achievement. Those students will be provided with opportunities for additional targeted assessment to further determine the specific area of need. Using the targeted assessment results, teachers work with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks cycle of intervention with the goal of accelerating student progress towards grade-level achievement. It is our desire that students who participate in these intervention programs, in addition to their Tier 1 program, will make progress towards grade-level mastery.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The “contributing” actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help Yosemite Valley Charter school balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or improve services has been calculated at 9.23% using the dollar amount of \$1,718,841.00. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the school has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our school has demonstrated that it has met the minimum proportionality percentage by expending \$1,718,841.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP).

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Yosemite Valley Charter School has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed school achievement data using the California School Dashboard, Dataquest, and our student information system. We have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve.

Based on our analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCaP, we know that we need to continue to focus our efforts on improving the academic achievement of our students. To address this area of need, YVC will include the following efforts in the 21-22 through 23-24 LCAP:

- 1) Continue to implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency. (LCAP Goal 1, Actions 1-9 and Goal 3, Action 1)
- 2) Provide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction. (Goal 1, Action 10 and Goal 3, Action 8)
- 3) Implement a robust Parent University program designed to engage parents as partners in the academic and social-emotional development and progress of their students. (Goal 2, Action 3)
- 4) Continue to recruit and retain highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement. (Goal 1, Action 1)
- 5) Formalize our system of analyzing the effectiveness of curricular choices, programs, and community partners. (Goal 1, Actions 2 and 14)

We have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. Virtual meeting platforms and PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. need to continue to be provided for staff and students to safely participate in learning period meetings. While statewide case rates of COVID-19 are improving, YVC will continue to follow state and local guidelines to protect the health and safety of its staff and students.

We believe that these steps, which are embedded in the actions and services of the 201-22 LCAP will improve student outcomes.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	11,476,389.00	9,209,472.55
	0.00	0.00
LCFF	9,802,860.00	7,351,100.70
LCFF Base	0.00	0.00
LCFF Supplemental and Concentration	1,645,864.00	1,830,707.35
Low Performing Student Block Grant (LPSBG)	27,665.00	27,664.50

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	11,476,389.00	9,209,472.55
	0.00	0.00
1000-1999: Certificated Personnel Salaries	7,042,952.00	5,440,143.86
4000-4999: Books And Supplies	495,530.00	703,700.73
5000-5999: Services And Other Operating Expenditures	2,771,114.00	2,117,476.15
5800: Professional/Consulting Services And Operating Expenditures	1,166,793.00	948,151.81

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	11,476,389.00	9,209,472.55
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	6,450,952.00	5,379,960.69
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	592,000.00	60,183.17
4000-4999: Books And Supplies	LCFF	495,530.00	677,793.43
4000-4999: Books And Supplies	Low Performing Student Block Grant (LPSBG)	0.00	25,907.30
5000-5999: Services And Other Operating Expenditures	LCFF	2,743,449.00	895,951.97
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,221,524.18
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	27,665.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	112,929.00	397,394.61
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,053,864.00	549,000.00
5800: Professional/Consulting Services And Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	1,757.20

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	8,104,128.00	6,490,482.47
Goal 2	1,882,397.00	1,044,282.73
Goal 3	0.00	0.00
Goal 4	1,489,864.00	1,674,707.35

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,000.00	\$7,000.00
Distance Learning Program	\$638,380.00	\$660,056.76
Pupil Learning Loss	\$443,150.00	\$521,396.04
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,088,530.00	\$1,188,452.80

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$150,000.00	\$166,573.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$150,000.00	\$166,573.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,000.00	\$7,000.00
Distance Learning Program	\$488,380.00	\$493,483.76
Pupil Learning Loss	\$443,150.00	\$521,396.04
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$938,530.00	\$1,021,879.80

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Baldomero Hernandez Dr. Laurie Goodman	bhernandez@westside-elem.com, (559) 884-2492 ext. 2493 laurie.goodman@monarchriveracademy.org, 559-754-1438 x4220

Plan Summary [2021-22]

General Information

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

Yosemite Valley Charter School (YVC) is a tuition-free public charter school offering personalized student learning in grades TK through 12. We are a non-classroom-based independent study work charter school serving students and families throughout Fresno, Madera, Merced, and Monterey Counties. YVC serves approximately 2260 students, grades TK-12, and employing approximately 131 staff members. Our student demographics indicate that 29% are of Hispanic descent, 66% are Caucasian, 5% are Black or African American, 2.8% are Asian, 1.9% are American Indian or Alaska Native, and .3% are Native Hawaiian or Other Pacific Islander. 1.3% of our student population are English Learners. Almost 48% of our students come from socioeconomically disadvantaged backgrounds.

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

In March of 2020, YVC halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and stakeholders with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all stakeholders to plan and prepare for a safe and successful August reopening

that considered the challenges related to Covid-19 restrictions. YVC remained deeply committed to making sure that all students made academic progress and continued towards college and career readiness. Each of our students was significantly impacted, like other schools, with the initial closure of the school and swift move to distance learning. YVC continued to provide a full educational program as a non-classroom-based charter school.

Reflections: Successes

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

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

California School Dashboard

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

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

Annual Self-Assessment

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

1. 95% of parents who had an opinion feel welcome to participate at school.
2. 95% of parents feel that their school promotes academic success for all students.
3. 95.5% of the staff are satisfied with the professional development offered for them.
4. 99% of parents surveyed have internet connectivity in their home.

5. 76.5% of students report they feel safe and connected to their school.
6. 94% of parents who had an opinion believe that their child's school offers effective supports for struggling learners.
7. 91% of parents who had an opinion felt that their child's school gave them opportunities to make decisions about their child's learning.
8. 83% of parents who had an opinion believe that their school informs and supports parents with timely information regarding systems and achievement as well as board meetings and policy changes.

Stakeholder Input

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

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

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

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

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

California School Dashboard and Locally Collected Assessment Data

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

Throughout the 2020-21 school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark.

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

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

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

Annual Self-Assessment and Stakeholder Input

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

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

Targeted Review for Students with Disabilities

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

- 1) HSTs and case managers will work with families to ensure that proper accommodations are provided in each students Individualized Education Plan (IEP).
- 2) Case managers will include test preparation as part of their instruction for students with disabilities.

- 3) Create and maintain a highly qualified transition team, including a job coach, to help students identify, prepare, and gain college and career opportunities after graduation or program completion.
- 4) Review and revise state data reporting process for students with disabilities to ensure accurate data is being collected and provided to the state.

LCAP Highlights

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

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

The YVC LCAP broad goals are as follows:

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

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

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

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

Impact of the COVID-19 Pandemic:

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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

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

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting, April 27th

Parent and Community Meeting, May 12th

Staff Meeting, May 10th

Meeting with Student representatives, May 20th

Parent Advocacy Committee Meeting, May 14th

DELAC Meeting, May 14th

School leadership including YVC Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about YVC’s educational program including actions and services contained herein: April 15th, April 20th, and April 26th. Additionally, YVC directors and Regional Coordinators met on April 19th, May 3rd, and May 5th. Feedback from stakeholders was collected and analyzed by school leaders in the creation of the LCAP. YVC consulted with the SELPA Administrator in May of 2021. Recommendations from this consultation included incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13 and Goal 2, Action 3.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students.

At these meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and budget information. Stakeholders were then given the opportunity to respond to the plan, providing feedback, questions for the Executive Director, or comments. The PAC and DELAC committees did not submit any formal comments to the Executive Director for a written response.

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

Once all the stakeholder feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from May 10th through May 27th in draft form for the public comment period. An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on May 27, 2021, during the Public Hearing. Feedback included the following: YVC was encouraged to offer a more complete demographic breakdown. This change was made to the final draft. At the public hearing, a parent spoke in support of the school's systems and programs, including individualized learning for families with teacher support. The final draft of the LCAP and budget was approved on June 14th at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

Annual Self-Assessment

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

1. 95% of parents who had an opinion feel welcome to participate at school.
2. 95% of parents feel that their school promotes academic success for all students.
3. 95.5% of the staff are satisfied with the professional development offered for them.
4. 99% of parents surveyed have internet connectivity in their home.
5. 76.5% of students report they feel safe and connected to their school.
6. 94% of parents who had an opinion believe that their child's school offers effective supports for struggling learners.

7. 91% of parents who had an opinion felt that their child's school gave them opportunities to make decisions about their child's learning.
8. 83% of parents who had an opinion believe that their school informs and supports parents with timely information regarding systems and achievement as well as board meetings and policy changes.

Stakeholder Input

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

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

Identified Needs

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

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

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

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

Aspects of the LCAP Influenced by Stakeholder Input

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Stakeholder input in this area indicates that stakeholders are proud of the efforts made to provide and train credentialed HSTs and stakeholders want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.

2. Increasing parent and community communication and engagement: Stakeholders are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent University offerings.

3. Maintaining a safe and positive school climate where students are actively engaged: Stakeholders appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Stakeholders expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. YVC will focus on this area (Goal 3, Actions 2, and 6).

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

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

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 2, 5, 6, and 10 will address the needs for more devices, technology support, and professional development that includes training in new technology and online platforms to support students.

2. YVC will continue to follow all state and local guidelines during the ongoing COVID-19 pandemic. Utilizing CARES act funding, YVC will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards for all students	100% implementation of state standards				100% implementation of state standards
Enable ELs access to CCSS and ELD standards	33.3% making progress towards English language proficiency in 2019.				Increase the percentage of students who are making progress towards English proficiency from prior year's data
ELA CAASPP	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.				Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.				Increase the percentage of students who scored met or exceeded standard on from prior year's data
AP Passage Rate	In 2020 80% of students passed with a score of 3 or higher on AP exams.				Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA	64% of high school students scored met				Increase the percentage of

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Qualified Staff, including appropriately credentialed teachers	Appropriately credentialed and qualified staff will be provided to ensure the academic success of all students.	\$9,365,006.38	No
2	1.2 Regional Coordinators	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Regional coordinators are necessary to monitor the academic progress of unduplicated students through the facilitation of Professional Learning Communities (PLCs) and through, supporting teachers and students in ensuring compliance with state and local requirements. The school will provide regional coordinators for the facilitation of PLC's that include disaggregation of data, progress monitoring on state standard implementation, and student progress. The facilitation of PLCs will provide greater educational access and are key to improving academic outcomes.	\$522,226.92	Yes
3	1.3 Electives and Enrichment opportunities	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Local survey results suggest that full access to courses, including electives, and enrichment opportunities remains a high priority for stakeholders and is a key factor in our student's engagement in school. By maintaining full access to courses, electives, and enrichment opportunities, YVC will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	\$2,222,623.00	No

Action #	Title	Description	Total Funds	Contributing
4	1.4 Texts, instructional materials and supplies	Purchase standards-aligned texts, instructional materials, and supplies.	\$4,558,093.00	No
5	1.5 Technology, including devices and equipment for learning	A need exacerbated by the pandemic and reflected in our needs assessment data is the need for increased access to technology that augments and support learning, especially for our Low Income, Foster Youth, and English Learner students. Access to technology improves academic performance and is a key 21st Century skill. To address this need, the school will continue to purchase technology.	\$405,857.41	Yes
6	1.6 Technology Support	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. The school will provide technology support to ensure staff and students have access to working technology for learning.	\$166,573.28	Yes
7	1.7 Intervention Teachers	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research indicates that when properly implemented, targeted and individualized support in English and math results in students have greater access to improving missing skills and more opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small group remediation and acceleration lessons. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve.	\$128,322.00	No

Action #	Title	Description	Total Funds	Contributing
8	1.8 Supplemental School Psychologist	Our local needs assessment indicates that mental health is a priority and need for families, a need which was exacerbated by the COVID-19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. YVC believes that providing additional school psychology support for struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. YVC will provide additional school psychology services for students which will result in increased participation and achievement on state and local assessments.	\$85,548.00	Yes
9	1.9 Special Education Services	Special Education Services will be provided to eligible students in order to support them in meeting the goals outlined in their Individualized Educational Plans.	\$2,000,000.00	No
10	1.10 Professional development and training for staff	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research, indicates that when properly implemented, first best instruction from well trained staff, results in students have greater access to improving missing skills and more opportunity to reach standards. The school will continue to support this by providing professional development, including professional development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.	\$35,645.00	Yes
11	1.11 Supplemental academic support programs	Multiple Supplemental Academic Support Programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. YVC will continue to provide supplemental online	\$70,128.00	No

Action #	Title	Description	Total Funds	Contributing
		academic support programs and software for students who are struggling to meet state standards.		
12	1.12 English Learner Progress and Achievement Support	English Learner students have the most opportunity for continued growth in academic achievement according to the most current state and local data. To address this need, YVC will continue to provide the coordination and facilitation of services for English Learners in an effort to improve students outcomes.	\$14,258.00	No
13	1.13 Student Study Teams and Intervention Support	Low Income, Foster and English Learner students have the most opportunity for continued growth in academic achievement according to the most current state and local data. YVC believes that by providing coordination and implementation of a comprehensive student study team process, staff will be able to collect and review formal and informal assessment data to drive student supports. To address this need, YVC will expand the current coordination and implementation of the student study team process. Student study teams will work within the greater MTSS to identify students in need and select the appropriate services for intervention and support in an effort to improve student outcomes for unduplicated students. Since its inception, this action has resulted in increases in participation in intervention programs and led to increases on local assessments.	\$14,258.00	Yes
14	1.14 Coordination of intervention, assessment, analysis, and achievement	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Directors are needed to provide academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. YVC will continue to provide Directors for the	\$279,182.87	Yes

Action #	Title	Description	Total Funds	Contributing
		academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. This action has resulted in increases in achievement on state and local assessments since its inception.		
15	1.15 Academic achievement assessments, management platform, and support	YVC will utilize various educational learning platforms to assess, collect, and help visualize data for parents, students, and teachers as part of the overall efforts to increase academic achievement, including STAR 360.	\$46,190.00	No
16	1.16 Coordination of services and supports for Students with 504s	The addition of designated 504 support personnel will ensure that these students have the attention and support needed to provide them with access to the educational program. To address this need, YVC will continue to provide the coordination and facilitation of supports for students with 504s in an effort to improve students outcomes for unduplicated students.	\$7,129.00	No
17	Activities to promote family literacy, including lending library	Activities to support family literacy, such as Family Literacy events and support for the Lending Library are needed to increase achievement for struggling learners, including English Learners, Low-income students, and Foster Youth. The school will provide family literacy events, including lending library services and support for students to increase academic achievement on state and local assessments.	\$75,905.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide parent education opportunities	YVC provided multiple parent engagement opportunities throughout the 20-21 school year.				Provide parent education opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 School and community events	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. YVC will continue to facilitate parent engagement through family and community events in order to engage parents and students in a positive and healthy school climate. We have found that when students and families are engaged, they are better able to access the educational program, including supports available to help to increase the academic achievement of unduplicated students on state and local assessments.	\$5,000.00	No
2	2.2 Communication through multiple methods including website, newsletter	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. When parents are informed and engaged, students are more likely to be engaged in school and to participate in school programs and supports. YVC will continue to provide multiple methods of parent communication for parents including the school website, letters home, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and supports. YVC believes that increased communication, leading to increased participation will result in	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increases in academic achievement on state and local assessments for unduplicated students.		
3	2.3 Parent University	Research indicates that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress towards the mastery of grade-level knowledge and skills. The school will increase parent participation and efficacy through training, support, materials and supplies focused on academic achievement, utilizing formal and informal data collection and analysis to improve student outcomes, and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.	\$35,645.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					California School Dashboard.
Expulsion rate	There were 0 expulsions in 2020-21.				Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	There were 9 high school dropouts in 2020.				Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 14 middle school dropouts in 2020.				Decrease number of middle school dropouts from the prior year according to CALPADS.
Sense of safety and school connectedness	76% of students felt a sense of safety and connectedness at school according to the local survey.				The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 MTSS Program implementation and coordination	Our Low Income, Foster Youth, English Learner students, and students experiencing homelessness have the most opportunity for continued growth in the areas of attendance rates, suspension rates, behavior that affects learning and academic achievement according to the most current state and local data. Implementation and coordination of the Multi-Tiered System of Support is needed to provide appropriately identified academic, social-emotional, and behavioral support for unduplicated students. YVC will to implement the MTSS program in order to provide appropriate supports and interventions in the areas of academics, social-emotional learning, and behavior for unduplicated students. As a result, student achievement will increase as measured by state and local assessments.	\$139,135.08	Yes
2	3.2 Enrichment Coordination and Support	Enrichment opportunities will be provided to students and parents through the Enrichment Ordering System.	\$142,580.00	No
3	3.3 Coordination of school and community events	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. YVC believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. YVC will provide coordination of parent engagement in order to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement on local assessments.	\$10,693.50	Yes

Action #	Title	Description	Total Funds	Contributing
4	3.4 Supplies and services for Homeless Youth	Supplies and services will be provided to foster youth and students experiencing homelessness.	\$3,000.00	No
5	3.5 Increase student participation in clubs, leadership and academic programs	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. YVC believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to an increased student engagement and an increase in academic achievement. YVC will increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement on local assessments.	\$15,694.00	Yes
6	3.6 Student transition program and supports	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. A student's sense of safety and connectedness is a key motivator for attendance resulting in higher academic achievement. To address this need, YVC will provide transition programs and support that helps to prepare students to transition between middle school and high school and between high school and college or career. By preparing students for transitions through training and support, students will be more likely to engage in school.	\$279,900.25	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G completion rate	In 2020, the A-G completion rate was 21%				Increase the A-G completion rate from the prior year's data.
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or higher on AP exams was 80%				Increase the AP pass rate from the prior year's data.
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared				Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 CTE pathway expansion	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Expanding CTE Pathways will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. YVC will continue to provide for expanded CTE Pathways for unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, and enhanced learning of unduplicated students.	\$36,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	4.2 Secondary student success progress monitoring and coordination	Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. To address this need, YVC will continue to provide a secondary student success team to improve outcomes for middle and high school students through support and progress monitoring.	\$111,925.00	Yes
3	4.3 High School counseling support	The high school Counseling team, including a high school counselor and guidance technician, will continue to provide academic guidance and support for students to meet A-G requirements to ensure College and Career readiness and to support and monitor the academic achievement and learning progress of the YVC's unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, graduation rates, and enhanced learning of students.	\$46,338.50	No
4	4.4 Expand Dual Enrollment Opportunities	Needs assessment data for unduplicated students are analyzed annually and stakeholder feedback indicates that the expansion of dual enrollment options for high school students is a high priority for student success. YVC will facilitate the expansion of dual enrollment opportunities in order to increase the number of students earning college credit in high school.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Speech Pathologist (Goal 1, Action 8)

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

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

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

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

Student Transition Program and Crisis Support (Goal 3, Action 6)

Goal 4:

CTE Pathway Expansion (Goal 4, Action 1)

Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$17,139,650.76	\$3,076,915.43		\$682,005.00	\$20,898,571.19

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,058,460.50	\$9,840,110.69

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Qualified Staff, including appropriately credentialed teachers	\$6,739,429.77	\$2,624,225.18		\$1,351.43	\$9,365,006.38
1	2	English Learners Foster Youth Low Income	1.2 Regional Coordinators	\$522,226.92				\$522,226.92
1	3	All	1.3 Electives and Enrichment opportunities	\$2,222,623.00				\$2,222,623.00
1	4	All	1.4 Texts, instructional materials and supplies	\$4,105,402.75	\$452,690.25			\$4,558,093.00
1	5	English Learners Foster Youth Low Income	1.5 Technology, including devices and equipment for learning	\$405,857.41				\$405,857.41
1	6	English Learners Foster Youth Low Income	1.6 Technology Support	\$166,573.28				\$166,573.28
1	7	Eligible students, including students eligible for Title I	1.7 Intervention Teachers				\$128,322.00	\$128,322.00
1	8	English Learners Foster Youth Low Income	1.8 Supplemental School Psychologist	\$85,548.00				\$85,548.00
1	9	Students with Disabilities	1.9 Special Education Services	\$1,634,346.43			\$365,653.57	\$2,000,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	1.10 Professional development and training for staff	\$35,645.00				\$35,645.00
1	11	Eligible students, including Title I eligible students	1.11 Supplemental academic support programs				\$70,128.00	\$70,128.00
1	12	English Learners	1.12 English Learner Progress and Achievement Support	\$14,258.00				\$14,258.00
1	13	English Learners Foster Youth Low Income	1.13 Student Study Teams and Intervention Support	\$14,258.00				\$14,258.00
1	14	English Learners Foster Youth Low Income	1.14 Coordination of intervention, assessment, analysis, and achievement	\$279,182.87				\$279,182.87
1	15	All	1.15 Academic achievement assessments, management platform, and support	\$46,190.00				\$46,190.00
1	16	Students with 504's	1.16 Coordination of services and supports for Students with 504s	\$7,129.00				\$7,129.00
1	17	Students eligible for Title I	Activities to promote family literacy, including lending library				\$75,905.00	\$75,905.00
2	1	Eligible students, including Title I eligible students	2.1 School and community events				\$5,000.00	\$5,000.00
2	2	English Learners Foster Youth Low Income	2.2 Communication through multiple methods including website, newsletter	\$70,000.00				\$70,000.00
2	3	Eligible students, including Title I eligible students	2.3 Parent University				\$35,645.00	\$35,645.00
3	1	English Learners Foster Youth Low Income	3.1 MTSS Program implementation and coordination	\$139,135.08				\$139,135.08
3	2	All	3.2 Enrichment Coordination and Support	\$142,580.00				\$142,580.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	3.3 Coordination of school and community events	\$10,693.50				\$10,693.50
3	4	Foster and Homeless Youth	3.4 Supplies and services for Homeless Youth	\$3,000.00				\$3,000.00
3	5	English Learners Foster Youth Low Income	3.5 Increase student participation in clubs, leadership and academic programs	\$15,694.00				\$15,694.00
3	6	All	3.6 Student transition program and supports	\$279,900.25				\$279,900.25
4	1	English Learners Foster Youth Low Income	4.1 CTE pathway expansion	\$36,714.00				\$36,714.00
4	2	English Learners Foster Youth Low Income	4.2 Secondary student success progress monitoring and coordination	\$111,925.00				\$111,925.00
4	3	All	4.3 High School counseling support	\$46,338.50				\$46,338.50
4	4	All	4.4 Expand Dual Enrollment Opportunities	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,893,453.06	\$1,893,453.06
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,893,453.06	\$1,893,453.06

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Regional Coordinators	Schoolwide	English Learners Foster Youth Low Income		\$522,226.92	\$522,226.92
1	5	1.5 Technology, including devices and equipment for learning	Schoolwide	English Learners Foster Youth Low Income		\$405,857.41	\$405,857.41
1	6	1.6 Technology Support	Schoolwide	English Learners Foster Youth Low Income		\$166,573.28	\$166,573.28
1	8	1.8 Supplemental School Psychologist	Schoolwide	English Learners Foster Youth Low Income		\$85,548.00	\$85,548.00
1	10	1.10 Professional development and training for staff	Schoolwide	English Learners Foster Youth Low Income		\$35,645.00	\$35,645.00
1	13	1.13 Student Study Teams and Intervention Support	Schoolwide	English Learners Foster Youth Low Income		\$14,258.00	\$14,258.00
1	14	1.14 Coordination of intervention, assessment, analysis, and achievement	Schoolwide	English Learners Foster Youth Low Income		\$279,182.87	\$279,182.87

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	2.2 Communication through multiple methods including website, newsletter	Schoolwide	English Learners Foster Youth Low Income		\$70,000.00	\$70,000.00
3	1	3.1 MTSS Program implementation and coordination	Schoolwide	English Learners Foster Youth Low Income		\$139,135.08	\$139,135.08
3	3	3.3 Coordination of school and community events	Schoolwide	English Learners Foster Youth Low Income		\$10,693.50	\$10,693.50
3	5	3.5 Increase student participation in clubs, leadership and academic programs	Schoolwide	English Learners Foster Youth Low Income		\$15,694.00	\$15,694.00
4	1	4.1 CTE pathway expansion	Schoolwide	English Learners Foster Youth Low Income		\$36,714.00	\$36,714.00
4	2	4.2 Secondary student success progress monitoring and coordination	Schoolwide	English Learners Foster Youth Low Income		\$111,925.00	\$111,925.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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