



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yosemite Valley Charter School

CDS Code: 10625470135103

School Year: 2024-25

LEA contact information:

Stephanie Johnson

Superintendent

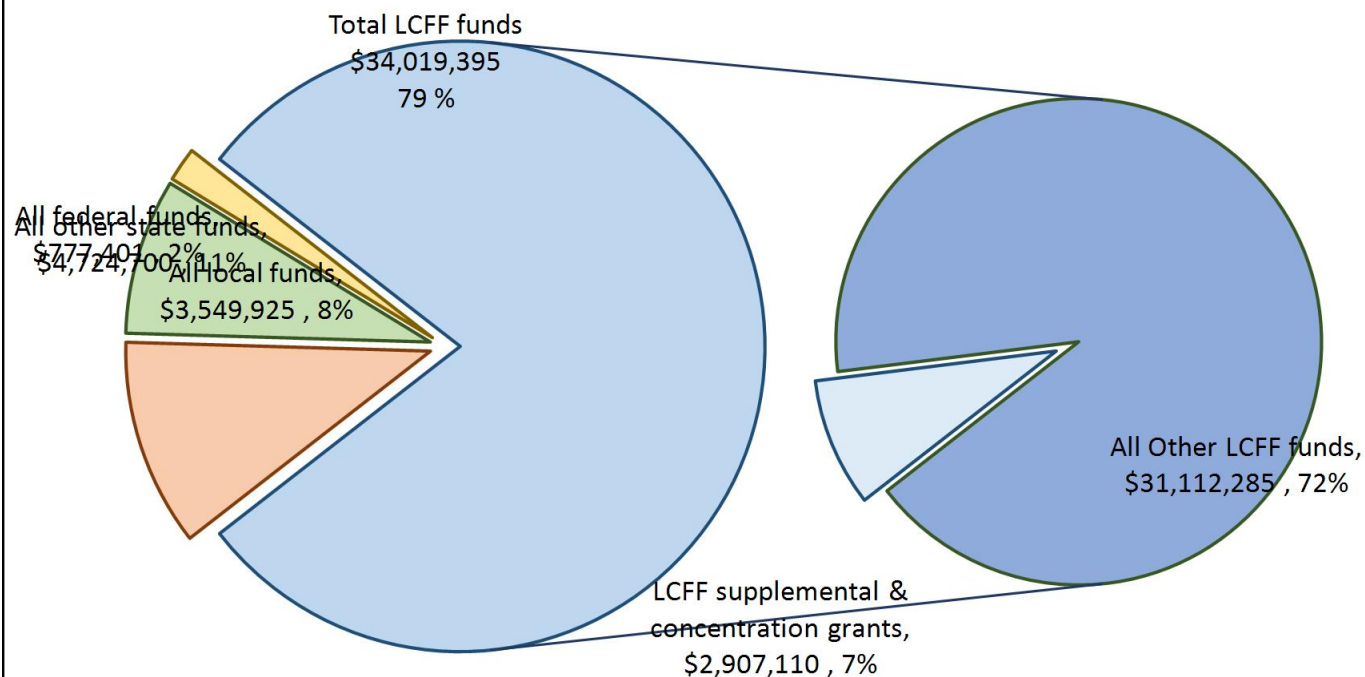
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

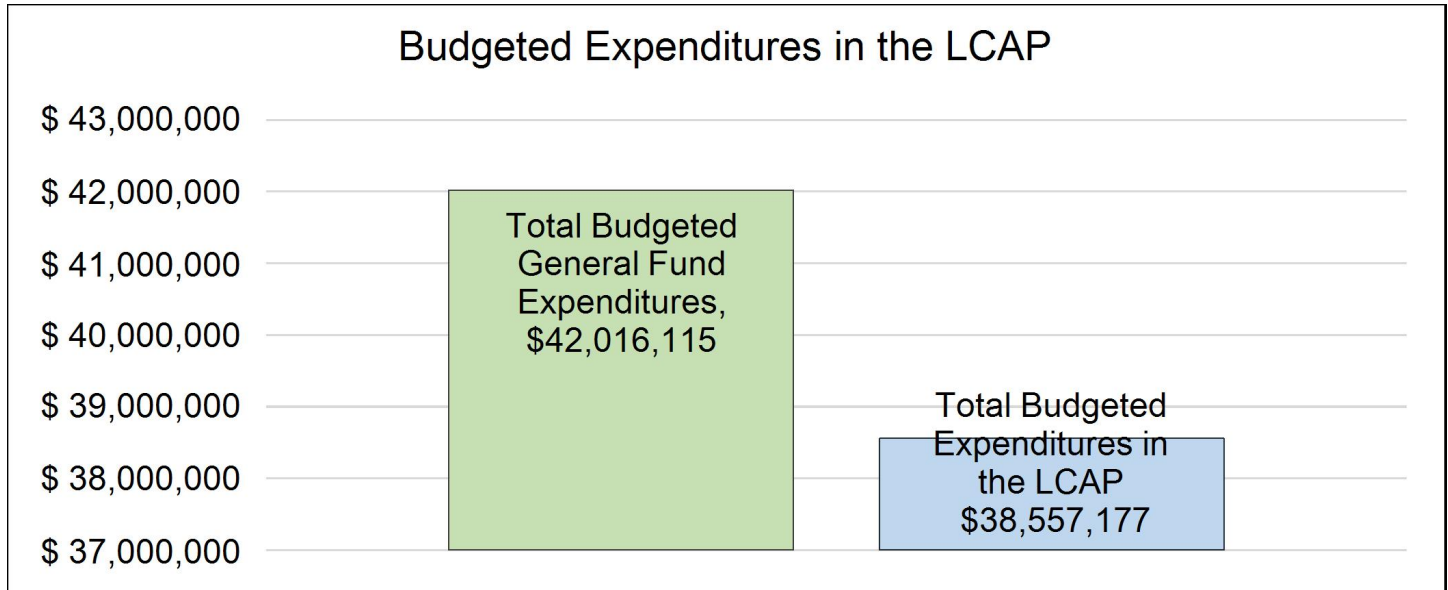


This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yosemite Valley Charter School is \$43,071,421, of which \$34,019,395 is Local Control Funding Formula (LCFF), \$4,724,700 is other state funds, \$3,549,925 is local funds, and \$777,401 is federal funds. Of the \$34,019,395 in LCFF Funds, \$2,907,110 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yosemite Valley Charter School plans to spend \$42,016,115 for the 2024-25 school year. Of that amount, \$38,557,177 is tied to actions/services in the LCAP and \$3,458,938 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

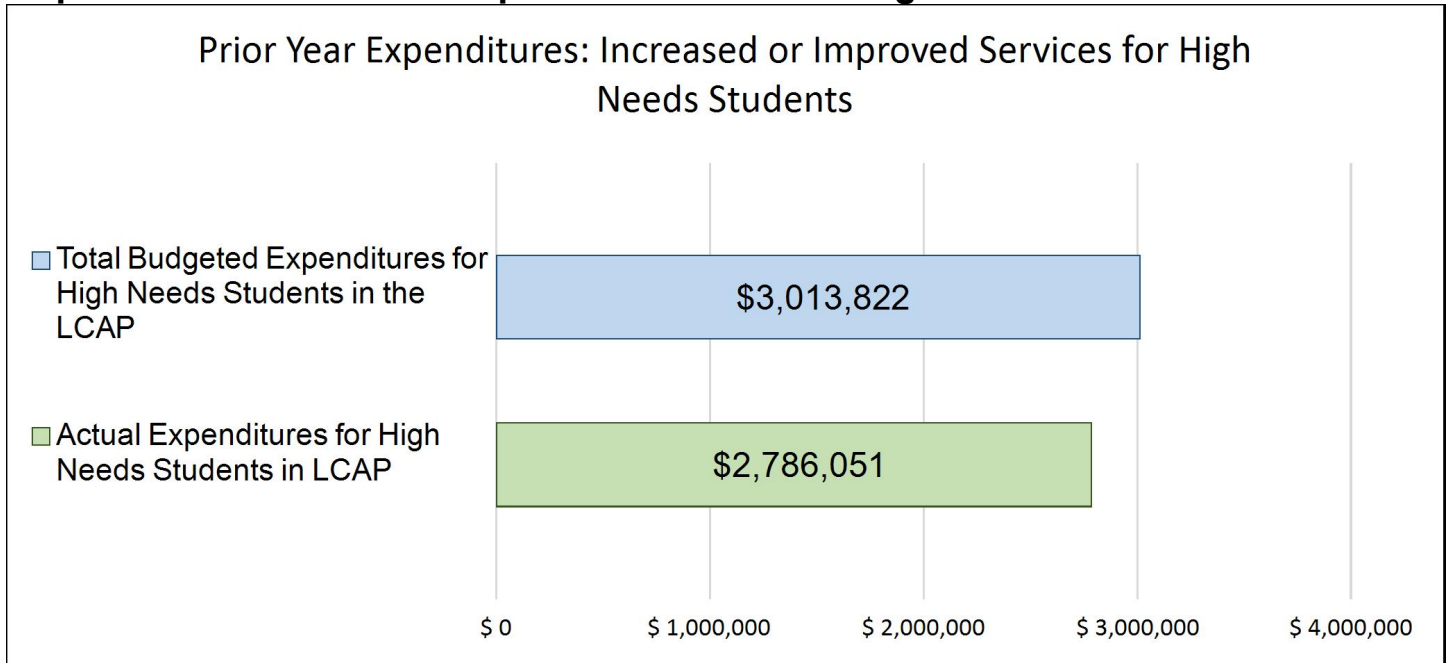
All other expenses are for administrative overhead and do not directly contribute to student learning.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Yosemite Valley Charter School is projecting it will receive \$2,907,110 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 \$4,488,716 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Yosemite Valley Charter School's LCAP budgeted \$3,013,822 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent \$2,786,051 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-227,771 had the following impact on Yosemite Valley Charter School's ability to increase or improve services for high needs students:

In 2023-24, Yosemite Valley Charter's LCAP budgeted \$3,013,822 for planned actions to increase or improve services for high-needs students. Yosemite Valley Charter actually spent \$2,786,051 for actions to increase or improve services for high-needs students in 2023-24.



YOSEMITE VALLEY

CHARTER
SCHOOL

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

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)

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.	100% of teachers are appropriately credentialed or assigned for the 21-22 school year and verified through Cal Pads.	100% of teachers are appropriately credentialed or assigned.	100% of teachers were appropriately credentialed and 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.	All facilities are maintained in good repair.	All facilities are 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.	100% of students have 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
Implementation of state standards for all students	100% implementation of state standards	100% implementation of state standards.	100% implementation of state standards.	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.	The 2020 CA School Dashboard does not have data available.	The CA Dashboard data shows that 54.5% of students are making progress	The CA Dashboard data shows that 66.7% of students are making progress	Increase the percentage of students who are making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		For the Summative ELPAC of the 2020-21 school year; 3% scored at level 1, 44% scored at level 2, 25% scored at level 3, 28% scored at level 4.	towards English language proficiency in 2022. For the Summative ELPAC of the 2020-21 school year; 5% scored at level 1, 40% scored at level 2, 28% scored at level 3, 28% scored at level 4.	towards English language proficiency in 2023. For the Summative ELPAC of the 2022-23 school year, 3.85% scored at level 1, 34.62% scored at level 2, 42.31% scored at level 3, 19.23% scored at level 4.	towards English proficiency from prior year's data by 20% according to LPAC and ELD standards.
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.	Unavailable CAASPP data, the assessment is to be given in the Spring semester. 86% of students participated in the reading STAR360. 43% tested above Benchmark for the Fall semester of 2021. 43% of the low income students scored at grade level in the Winter STAR 360 administration.	42.49% of students met or exceeded standard on the ELA CAASPP in 2022. 84% of students participated in the reading STAR360. 45% tested at/above Benchmark for the Winter STAR 360 administration.	46.89% of students met or exceeded the standard on the ELA CAASPP in 2023. 98% of students participated in the reading STAR360. 72.8% tested at/above the Benchmark for the first semester STAR 360 administration.	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	Unavailable CAASPP to be given in the	24.89% of students met or exceeded	28.61% of students met or exceeded the	Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.	Spring semester. 97% of students participated in the math STAR360. 36% of the Low Income students tested above Benchmark for the Winter semester of 2021.	standard on the Math CAASPP in 2022. 88% of students participated in the math STAR360. 29% tested at/above Benchmark for the Winter STAR 360 administration.	standard on the Math CAASPP in 2023. 99% of students participated in the math STAR360. 55.7% tested above the Benchmark for the first semester STAR 360 administration.	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.	For YVC in 2021, we had 3 students take AP tests, and only one passed with a 3 or higher. YVC is currently at 33.3% of passing with a 3 or higher of students who are low income..	Due to the structure of a non-classroom based program, students have the ability to choose between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2022 was 21.4%.	Due to the structure of a non-classroom based program, students can choose between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2022-2023 was 12%.	Increase the percentage of students who are foster/homeless or low income who passed an AP exam with a 3 or higher from prior year's data
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	64% of high school students scored met or exceeded standard on the ELA CAASPP	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.	45% of high school students nearly met standard on the ELA EAP.	Based on the results of the ELA EAP, 68.05% of high school students met or exceeded the standard on the ELA EAP.	Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math Note: Local benchmarks will be	20% of high school students scored met or exceeded standard on the Math CAASPP	Unavailable, the EAP is based on the 11th grade CAASPP	48% of high school students nearly met standard on the Math EAP.	Based on the results of the Math EAP, 37.11% of high school students met or	Increase the percentage of students cored met or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
used until CAASPP Results become available		scores and that is given in the Spring.		exceeded the standard on the Math EAP.	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.	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.	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.	Since 2019, 17.39% (8) were reclassified and as of January 2022, 7 students were reclassified for the 21-22 school year.	11.29% (7 students) were reclassified in the 21- 22 school year.	18% of students were reclassified in the 22-23 school year.	Maintain or increase the number of students who are reclassified from prior year's data

Goal Analysis

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

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

The actions outlined in Goal One supported the progress in meeting the goal to provide a high-quality educational program that promotes the academic achievement of all students.

Action 1.1 The action of placement of Qualified Staff, including appropriately credentialed teachers, was implemented as planned, and achievement increased because highly qualified teachers are more effective.

Action 1.2 The actions of the assignment of regional coordinators with regional directors to support teaching and learning were implemented as planned.

Action 1.3 The action of access to electives and enrichment opportunities for students was fully implemented as planned with metrics that showed 100% engagement of students to this action.

Action 1.4 The action of providing texts, instructional materials, and supplies was fully implemented with all students having the materials needed for learning.

Action 1.5 The action of providing technical support for devices and access as well as platforms for learning was implemented for low-income, ELD, and foster/homeless youth. Metrics from assessment results and surveys indicated that student engagement and achievement increased as a result of this action.

Action 1.6 The action of providing technical support for staff, students, and families was fully implemented, and according to the metrics, more use and engagement occurred.

Action 1.7 The action of providing intervention teachers for students was fully implemented and resulted in 56.17% of all students increasing their STAR 360 assessment results between the fall and spring testing periods.

Action 1.8 The action of providing a school psychologist and other SEL services was fully implemented, and survey results showed an increase in engagement and a decrease in mental health services over time for students and other educational partners.

Action 1.9 The action of providing special education services was fully implemented with around 11.3% of our total student population in this group. Achievement results for low-income students in Special Education from STAR 360 indicated a 31.45% performance at/above the benchmark.

Action 1.10 The action of providing professional development for all staff was fully implemented, and according to survey results, 100% of the staff found the PD to be successful, which had a positive impact on student support and success.

Action 1.11 The action of supplemental academic programs for academic support was fully implemented and connected to the intervention program which showed an increase in student achievement as noted.

Action 1.12 The action of English Learner Progress and Achievement Support was fully implemented. Metrics from assessment results and surveys indicated that student engagement and achievement increased as a result of this action.

Action 1.13 The action of Student study teams and Intervention support was fully implemented, and according to metrics, 60% of students referred for IEPs were able to be supported through intervention and the SST process.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was fully implemented, and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals was fully implemented, and noted metrics indicate an increase in achievement for low-income, ELD, and homeless/foster youth.

Action 1.16 The action of coordination of services and supports for students with a 504 was fully implemented and noted metrics indicate an increase in achievement for low-income, ELD, and homeless/foster youth.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities, including access and support by the lending library, was fully implemented, and survey results indicated an increase in student and community engagement, resulting in increased achievement.

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

Action 1.1 The action of placement of Qualified Staff, including appropriately credentialed teachers was implemented as planned with a material difference of an additional 15% in expenditures attributed to added staff.

Action 1.2 The action of assignment of regional coordinators and directors to support teaching and learning was implemented as planned, with a decrease of 49% due to planned additions not being necessary due to a lower-than-projected enrollment.

Action 1.3 The action of access to electives and enrichment opportunities for students was fully implemented as planned with no material differences.

Action 1.4 The action of providing texts, instructional materials, and supplies was fully implemented as planned with a material difference of an additional 24% in expenditures attributed to additional instructional materials purchased and an expansion of the Virtual Academy courses.

Action 1.5 The action of providing technology devices and access as well as platforms for learning was fully implemented as planned with no material differences. There is a planned percentage of increased funds for the upcoming year to expand the Chromebook distribution to high school students.

Action 1.6 The action of providing technical support for staff, students, and families was fully implemented with a decrease of 30% due to the expected costs being saved with internal personnel.

Action 1.7 The action of providing intervention teachers for students was fully implemented as planned with a material difference of an additional 38% attributed to the expansion of the personnel integrating into the expansion of the MTSS program.

Action 1.8 The action of providing a school psychologist and other SEL services was fully implemented with a material difference of an additional 156% in expenditures attributed to the hiring of personnel and a significant expansion of the program.

Action 1.9 The action of providing special education services was fully implemented as planned with no material differences.

Action 1.10 The action of providing professional development for all staff was fully implemented as planned with no material differences.

Action 1.11 The action of supplemental academic programs for academic support was fully implemented with no material difference.

Action 1.12 The action of English Learner Progress and Achievement Support was fully implemented with a material difference used for additional funding for live instruction and additional support.

Action 1.13 The action of Student study teams and Intervention support was fully implemented with no material difference.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was fully implemented as planned with no material differences.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals was fully implemented as planned with no material differences.

Action 1.16 The action of coordination of services and supports for students with a 504 was fully implemented as planned with no material differences.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities, including access and support by the lending library, was fully implemented as planned with no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 The action of placement of Qualified Staff was expected to increase the quality of educational services and according to the survey results, it did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.2 The actions of the assignment of regional coordinators and regional coordinator directors to support teaching and learning were expected to increase the quality of educational services and according to survey results, they did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.3 The action of access to electives and enrichment opportunities for students was expected to increase engagement and high school course completion which it did. For the 23/24 school year, we hired a full-time credentialed Art teacher who taught A-G High School Visual Arts, Digital Arts, and Middle School Art classes through our Virtual Academy Program. These classes have helped students school-wide achieve the 'F' category in the A-G requirements through our HSVA program. However, budget cuts do not allow us to hire additional single-subject elective teachers to offer more classes through MSVA/HSVA. Because this action will result in funding that will not be available for the upcoming year we will not continue this action into the new three-year cycle.

Action 1.4 The action of providing texts, instructional materials, and supplies was expected to increase the quality of educational services and according to survey results, it did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.5 The action of providing technology devices and access as well as platforms for learning was expected to increase the quality of educational services and according to survey results, it did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.6 The action of providing technical support for staff, students, and families was expected to increase the quality of educational services and according to survey results, it did. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year cycle.

Action 1.7 The action of providing intervention teachers for students was expected to increase achievement and decrease the achievement gap between unduplicated groups and it did. With the new improvement of having every teacher in the school share this responsibility as part of their teaching duties, there are no longer teachers on special assignments as the whole school teaching staff shares the teaching of intervention classes. For the following year, one teacher on each regional team will continue to act as an intervention support and expert for the other teachers on their team as their adjunct duty. Because this action was effective, we will continue this action into the new three-year cycle, but the goals will be absorbed into goal 3.1 with changes as outlined here.

Action 1.8 The action of providing a school psychologist and other SEL services was expected to increase the quality of educational services and according to survey results, it did. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year cycle.

Action 1.9 The action of providing special education services was expected to increase the quality of educational services and according to survey results, it did. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year cycle.

Action 1.10 The action of providing professional development for all staff was expected to increase the quality of educational services and according to survey results, it was very effective. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year cycle.

Action 1.11 The action of supplemental academic programs for academic support was expected to increase the quality of educational services and according to survey results, it did. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year cycle.

Action 1.12 The action of English Learner Progress and Achievement Support was expected to increase LPAC results and reclassification rates which it did. Because this action was effective, as demonstrated in growth in LPAC results, we will continue this action into the new three-year cycle.

Action 1.13 The action of Student study teams and Intervention support was expected to increase achievement with unduplicated students and according to the metrics, it did. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year cycle.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was expected to increase achievement with unduplicated students and according to the metrics, it did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals was expected to increase achievement with unduplicated students and according to the metrics, it did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.16 The action of coordination of services and supports for students with a 504 was expected to increase achievement with unduplicated students and according to the metrics, it did. Because this action was effective, as demonstrated in growth in both ELA and Math Star 360 scores, we will continue this action into the new three-year cycle.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities, including access and support by the lending library, was expected to increase engagement, and according to survey results, it did. Because this action was effective, as demonstrated in a local survey, we will continue this action into the new three-year 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.

Based on reflections on prior practice and analysis of the provided data, a few changes have been made to Goal 1 for the upcoming year.

1.3 Electives and Enrichment opportunities: This goal will solely be focused on non-personnel items used for the expansion of the enrichment program including the extensive expansion of the virtual academy courses.

1.7 Intervention Teachers on Special Assignment (TOSA): This action will be removed from the goal and placed under 3.1 MTSS support.

While the action has been effective in providing targeted support to students, the title "Teachers on Special Assignment" no longer accurately reflects the current structure, where all teachers share the responsibility of teaching intervention classes. Additionally, the role of one teacher on each regional team as an intervention support and expert will be clarified as an adjunct duty rather than a TOSA duty.

1.8 Supplemental School Psychologist, and Specialized Support Staff: This action will be removed and placed under MTSS/SEL supports. Despite the success of forming a specialized team to address the social and emotional needs of students, the demand for support has been challenging to keep up with. Therefore, this action will be embedded into the MTSS 5 level of support to streamline efforts and ensure comprehensive assistance for students.

1.10 Professional Development and Training for Staff: This goal will be combined into action 2.3 to provide an enhanced and robust professional development program including staff and parents.

1.11 Supplemental academic support programs: The school will narrow down the list of data-driven academic supports to enhance parent choice. This action will be removed from the goal and placed under MTSS/SEL support.

1.14 Coordination of intervention, assessment, analysis, and achievement: A new data system called Domo will be implemented to synthesize all data points for easier analysis. This action will be retained, with the addition of the new data system.

1.16 Coordination of services and supports for Students with 504s: Beyond SST will be implemented schoolwide, despite challenges with glitches in the software. This action will be retained, with efforts to address software issues.

1.17 Activities and events to promote family academic success, including lending library support, will be kept. In the previous year, school-sponsored field trips and park days effectively promoted family academic success by integrating educational components and STEAM lessons. For the upcoming year, the possibility of aligning the library van with popular locations for library resources will be explored to enhance accessibility.

These changes reflect a commitment to improving student outcomes while addressing challenges and maximizing the effectiveness of available resources.

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

Goals and Actions

Goal

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

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 according to the 2021 Dashboard	Full Implementation according to the 2022 Dashboard.	Full Implementation according to the 2023 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.	This school year 2021-22, Facebook has reached 20,971 individuals and Instagram reached 621. Data from 08/16/21-04/25/22. Data from 04/2021-01/2021 shows that our website had 65,755 page views.	For the school year 2022-23, Facebook has reached 15,768 individuals and Instagram reached 903. Data from 08/15/22-03/20/22. The school website reached 98,477 views.	For the 2023-2024 school year: Facebook has reached 12,947 individuals. Instagram has reached 2,300 individuals. School website has reached _____ individuals Date from: 08/2023-06/2024	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
				This initial data includes August 2023-April 2024.	
Provide parent education opportunities	YVC provided multiple parent engagement opportunities throughout the 20-21 school year.	<p>We are putting our Parent Education Opportunities in a different format to fit parent needs after feedback from the fall semester.</p> <p>For Math education: Parents/Learning Coaches did not want to attend math workshops put on by TCOE and they were poorly attended in the fall. They requested short recordings on different topics that they could watch on their own time. Therefore for spring, TCOE is making content-specific math workshop recordings that we can now share in a parent library and in newsletters and offering two office hour workshops based on the recorded</p>	YVC increased engagement and communication opportunities throughout the 22-23 school year.	YVC provided multiple parent engagement opportunities throughout the 23-24 school year.	Provide parent education opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>sessions in the spring semester. The recording can be watched and recommended to learning coaches at any time rather than parents having to go to a workshop to gain the information.</p> <p>For ELA education: We have developed a teacher education/student academic incentive program for spring called M.A.P (Mastery Academic Program). The English Learner Group is developing short videos and resources about teaching and learning strategies for daily lessons. For the spring they are: Stating Learning the Objective, Speaking in Complete sentences (sentence frames), and Checking for Understanding. Learning Coaches will use these resources to teach their students</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>using the strategy, check off when the student used the strategy each day, and students will create an interest-based project based on their learning. The project will be shared in May in a virtual project fair to celebrate learning. This marries helping Learning Coaches teach with good teaching practices, and students learn and respond with critical thinking skills and application in a personal and interest-based format.</p>			

Goal Analysis

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

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

The actions in Goal Two continue to support the growth of parent engagement through various opportunities.

Action 2.1 The school and community events saw a rise in field trip frequency, monthly adventure day gatherings, expansion of STEAM activities, and various other initiatives. This adjustment underscores the school's dedication to offering a wide range of opportunities for student interaction and community engagement, extending beyond virtual realms. In addition to in-person activities, the schools organized virtual informational events for families regularly throughout the year.

Action 2.2 The enhancement of communication strategies through various channels, including the website and newsletters, has been a consistent priority. This effort ensures clear and effective communication with our audience. Information dissemination is achieved through our website, social media platforms, and weekly newsletters, directly delivered to recipients' email addresses.

Action 2.3 The school has restructured its approach to parent engagement, moving away from the traditional parent-education model. This adjustment follows feedback received from Stakeholder Engagement, allowing for more tailored opportunities that better meet the diverse needs of parents.

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

Action 2.1 The action of school and community events was implemented as planned with no material differences.

Action 2.2 The action of communication through multiple methods including the website and newsletter was implemented as planned with no material differences.

Action 2.3 The action of parent support and professional development was implemented as planned with no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 The action of the school and community events were expected to increase the quality of the sense of school connectedness and student/parent engagement and according to the survey results, it did.

Action 2.2 The action of communication through multiple methods including the website and newsletter was expected to lead to increased participation in school programs and support and according to survey results, it did.

Action 2.3 The action of parent support and professional development was expected to increase parents/learning coaches' knowledge of teaching and learning as well as provide support opportunities, and according to survey results, it did.

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

The following actions will be increased or strengthened for the 2024-2025 school year, all other actions will remain the same:

Action 2.1 The action of School and Community events will maintain the community arts/academic educators to provide virtual and in-person services, resources, academic activities, etc for students and learning coaches which will increase engagement and achievement for unduplicated students and support the LCAP goals as well as assist in the implementation of a schoolwide Title 1 program.

Action 2.2 The action of communication will continue to include a classified staff person to assist with in-person events and posting on social media sites as well as parent outreach. Axia will continue to provide technology support including a one-stop portal for information and parent support.

Action 2.3 Parent Education will be formatted differently according to parent feedback through virtual side-by-side modeling of parent support and in-person professional development.

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

Goals and Actions

Goal

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

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.	99.58% (as of the last full Learning Period ending on 1/7/2022).	The attendance rate was at 99.57% for the 2021-2022 school year.	The attendance rate was at 98.86% for the 2022-2023 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.	The Chronic Absenteeism rate remains below 2% for the 21-22 school year.	The Chronic Absenteeism rate remains below 2% for the 22-23 school year at a 1%.	The Chronic Absenteeism rate remains below 2% for the 2023 school year at 1.2%.	Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension Rate	There were 0 suspensions in 2020-21.	There were 0 suspensions in 2021-22.	According to the 2022 CA School Dashboard, there were 0 suspensions.	According to the 2023 CA School Dashboard, there were 0 suspensions.	Decrease suspension rate from the prior year according to the California School Dashboard.
Expulsion Rate	There were 0 expulsions in 2020-21.	There were 0 expulsions in 2021-22.	According to the 2022 CA School Dashboard there were 0 expulsions.	According to the 2023 DataQuest report, the 2022-23 Expulsion Rate is 0%.	Decrease expulsion rate from the prior year according to the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school dropout Rate	There were 9 high school dropouts in 2020.	According to the SARC, our dropout rate is 6.6%.	According to CALPADS certification the high school dropout rate was 0.77%.	According to CALPADS certification, the high school dropout rate for the 22-23 school year was 1.88%.	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.	12 students on certified CALPADS data for 2021.	According to CALPADS certification, the middle school dropout rate for the 21-22 school year was 1.14%.	According to CALPADS certification, the middle school dropout rate for the 22-23 school year was 4.67%.	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.	100% of the students surveyed feel safe and connected to Yosemite Valley Charter School.	91% of students surveyed feel safe and connected to Yosemite Valley Charter School.	91.43% of students surveyed feel safe and connected to Yosemite Valley Charter School.	The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

Goal Analysis

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

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

The actions in Goal Three continue to maintain a safe and positive school climate where all students are actively engaged in learning.

Action 3.1 The action of implementing and coordinating the MTSS Program continues to positively impact the areas of attendance rates, chronic absenteeism, and behavior as shown in the metrics above, and was implemented as planned.

Action 3.2 The action of Enrichment Coordination and Support continues to positively impact the areas of attendance rates, suspension rates, and behavior as shown in the metrics above, and was implemented as planned.

Action 3.3 The action of coordination of school and community events continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above, and was implemented as planned.

Action 3.4 The action of supplies and services for homeless youth provides several types of supplies, resources, and enrichment opportunities along with the implementation and coordination of multiple support systems to meet the needs of homeless and foster youth. Supplies and Services for Homeless Youth continue to positively impact the areas of attendance rates, suspension rates, and behavior as shown in the metrics above, and was implemented as planned.

Action 3.5 Increasing student participation in clubs, leadership, and academic programs continues to positively impact the areas of attendance rates, suspension rates, and behavior as shown in the metrics above, and was implemented as planned.

Action 3.6 Student transition programs and support continue to positively impact the areas of attendance rates, suspension rates, and behavior as shown in the metrics above, and was implemented as planned.

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

Action 3.1 The action of MTSS Program implementation and coordination was implemented as planned with no material differences.

Action 3.2 The action of Enrichment Coordination and Support was implemented as planned with no material differences.

Action 3.3 The action of coordination of school and community events was implemented and continues with no material differences.

Action 3.4 The action of supplies and services for Homeless Youth was implemented as planned with no material differences.

Action 3.5 The action of increasing student participation in clubs, leadership, and academic programs was implemented as planned with no material differences.

Action 3.6 The extensive student transition program and support were implemented as planned with no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1: The action of implementing and coordinating the MTSS Program significantly increased the sense of safety and school connectedness. Because this action was effective, as demonstrated by improvement in attendance rates, suspension rates, and behavior, we will continue this action into the new three-year cycle.

Action 3.2: The action of coordinating and supporting enrichment activities led to improvements in attendance rates, suspension rates, and behavior. Because this action was effective, as demonstrated by improvement in attendance rates, suspension rates, and behavior, we will continue this action into the new three-year cycle.

Action 3.3: The action of coordinating school and community events resulted in enhancements in attendance rates, reduction in suspension rates, and improvement in behavior. Because this action was effective, as demonstrated by improvement in attendance rates, suspension rates, and behavior, we will continue this action into the new three-year cycle.

Action 3.4: The action of providing supplies and services for homeless youth, alongside implementing support systems, effectively met the needs of this student demographic. Because this action was effective, as demonstrated by improvement in attendance rates, suspension rates, and behavior, we will continue this action into the new three-year cycle.

Action 3.5: The action of increasing student participation in clubs, leadership, and academic programs contributed to an improved sense of safety and school connectedness, along with positive changes in attendance rates, suspension rates, and behavior. Because this action was effective, as demonstrated by improvement in attendance rates, suspension rates, and behavior, we will continue this action into the new three-year cycle.

Action 3.6: The action of implementing student transition programs and support initiatives led to an enhanced sense of safety and school connectedness, as well as positive changes in attendance rates, suspension rates, and behavior. Because this action was effective, as demonstrated by improvement in attendance rates, suspension rates, and behavior, we will continue this action into the new three-year 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.

Action 3.1 In the upcoming school year, social-emotional learning will be added to our MTSS tier system and embedded into our local clubs and community events for all students including our Title 1 students school-wide.

Action 3.3 Community Events will be expanded to add enrichment activities to increase interaction and recover learning loss with focused events that serve Title 1 students, ELD students, the homeless, and students in poverty.

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

Goals and Actions

Goal

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

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%.	As of 2021, according to the SARC, the graduation rate for YVC is 89.5%.	As of 2022, according to the CA Dashboard, the graduation rate for YVCS is 88.9%.	As of 2023, according to the CA Dashboard, the graduation rate for YVC is 88.9%.	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.	In 2021, 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.	Yosemite has 58 students enrolled in CTE courses for the current 2023 Spring year. 2 students completed a CTE pathway at the end of Spring for 2022.	According to the 2023 CA Dashboard reports, 2 students completed a CTE pathway.	Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	In 2020, the A-G completion rate was 21%	The A-G completion rate for 2021 was 15% (14 out of 91 students).	In 2022, the A-G completion rate was 32%.	In 2023, the A-G completion rate was 22%.	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%	For YVC in 2021, we had 3 students take AP tests, and only one passed with a 3 or higher.	Due to the structure of a non-classroom based program, students have the ability to choose	Due to the structure of a non-classroom based program, students have the ability to choose	Increase the AP pass rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		YVC is currently at 33.3% of passing with a 3 or higher.	between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2022 was 21.4%.	between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2023 was 18%.	
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared	Data is not available from the state for 2021.	In 2022, 44% of students were prepared or approaching prepared.	In 2023, 43.4% of students were prepared or approaching prepared according to the California Dashboard.	Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Goal Analysis

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

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

The actions in Goal Four continue to support the goal to guide and prepare all students for college and career readiness.

Action 4.1 The action of CTE pathway expansion and implementation showed a lack of completion opportunities for a CTE certification which is not easily available for a non-classroom-based program and was not fully implemented as planned.

Action 4.2 The action of a secondary student success team for progress monitoring and coordination of support services providing secondary student success in the areas of attendance, credit recovery, course completion, and A-G completion was implemented as planned.

Action 4.3 The action of the high school counseling support team positively impacted the areas of improved academic goals, A-G completion, graduation rate, and college and career readiness as shown in the metrics above, and was implemented as planned.

Action 4.4 The action of expanding dual enrollment opportunities positively impacted students in meeting their academic goals and expansion of dual/concurrent enrollment as needed when they meet with students and families as shown in the metrics above, and was implemented as planned.

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

- Action 4.1 The action of CTE pathway expansion and implementation was fully implemented with no material differences.
- Action 4.2 The action of secondary student success was fully implemented with no material differences.
- Action 4.3 The action of the high school counseling support team was fully implemented with no material changes.
- Action 4.4 The expansion of dual enrollment opportunities was fully implemented with no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 4.1 The action of CTE Pathway Expansion was expected to increase the quality of educational services. Because this action was effective as demonstrated by the improvement in graduation rates, we will continue this action into the new three-year cycle.
- Action 4.2 The action of the Secondary Student Success Team was expected to improve outcomes for middle and high school students through support and progress monitoring. Because this action was effective as demonstrated in graduation rates, chronic absenteeism, attendance, and behavior, we will continue this action into the new three-year cycle.
- Action 4.3 The action of High School Counseling Support was expected to increase opportunities to provide high school counseling support for students to meet A-G requirements to ensure college and career readiness by providing support and monitoring the academic achievement and learning progress of the unduplicated students. Because this action was effective as demonstrated in the improvement in graduation rates, chronic absenteeism, attendance, and behavior, we will continue this action into the new three-year cycle.
- Action 4.4 The action of Expanded Dual/Concurrent Enrollment Opportunities was expected to increase opportunities for an expansion of dual enrollment options for high school students. Because this action was effective as demonstrated by the improvement in graduation rates, chronic absenteeism, attendance, and behavior but a decrease in A-G completion rates, we will continue this action into the new three-year cycle with a strengthened approach. In the strengthened approach, we will intensify efforts by implementing targeted strategies to boost A-G course completion, including curriculum adjustments, individual counseling, and incentivization programs. Additionally, we will enhance support structures, such as expanding professional development, to ensure students are well-equipped for success in A-G courses.

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

The following actions will be increased for the 2024-2025 school year, all other actions will remain the same:

Action 4.1 CTE pathway expansion is to include a full pathway starting in the 2024-25 school year.

Action 4.2 Additional high school success coordinators to implement A-G grant goals as well as a second counselor to address high school completion rate, learning loss, and expansion of the A-G enrollment and completion.

Action 4.4 During the 2024-25 school year, a focus on increased enrollment in A-G courses will occur due to the A-G grant requirements with an increased focus on dual enrollment and partnership with local community colleges.

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

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



YOSEMITE VALLEY

CHARTER
SCHOOL

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

Plan Summary [2024-25]

General Information

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

Yosemite Valley Charter is a tuition-free public charter school providing a flexible and personalized learning experience for students in grades TK through 12. As a non-classroom-based independent study/work charter school, we empower families to customize a program that addresses the unique needs of each student across Fresno, San Benito, Merced, Madera, Mono, Monterey, Tulare, Inyo, & Kings Counties. Through collaboration with highly qualified credentialed teachers, students embark on diverse and dynamic learning pathways, accessing unparalleled enrichment opportunities to foster personal and academic success.

Yosemite Valley Charter serves approximately 2,551 students, grades TK-12, and employs approximately 188 staff members.

Our student body reflects a diversity of backgrounds: African American 2.9%, American Indian 0.3%, Asian 2.8%, Filipino 0.7%, Hispanic 33.1%, Two or More Races 7%, Pacific Islander 0.1%, and White/Caucasian 48.5%.

The student population comprises the following groups: 1.3% are English Learners, 0% are Foster Youth, 1.8% are Homeless, 47.9% are Socioeconomically Disadvantaged, and 11.2% are Students with Disabilities.

Yosemite Valley Charter stands out by providing students with a standards-based public education within an independent-study homeschool setting. We offer a variety of educational programs and collaborate with parents and families to tailor each child's learning experience. Working under the guidance of a credentialed teacher, students have the flexibility to complete their standard-aligned educational program in an environment that suits their needs best.

As a non-classroom-based charter school, we take pride in offering our standard-aligned educational program in various formats: entirely online, as part of a blended model combining online coursework with some direct instruction, and/or offline using state-adopted textbook options. Moreover, students are encouraged to explore project-based learning, career technical education courses, and a wide range of enrichment opportunities to enrich their educational journey. We also foster partnerships with local organizations and colleges to ensure students are prepared for both college and career pathways.

No schools in the LEA receive Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Yosemite Valley Charter focuses on student outcomes and has seen progress in key areas. For both English Language Arts (ELA) and Math, all students, including low-income students, demonstrated growth on the state assessment. According to the California School Dashboard, the district increased ELA performance by 5.8 points and Math performance by 9.2 points. Notably, students with disabilities increased their Math performance by 9.3 points. This achievement is attributed to the dedicated work of teachers in providing the necessary interventions for student success, offering professional development to support diverse student needs, extracurricular activities that foster student engagement, and supplemental activities that strengthen student connections to school and support their mental health needs. Additionally, these efforts address the academic and social-emotional needs of all students, particularly those identified as low-income, English learners, and foster youth.

The English Learner Progress Indicator (ELPI) is green, with 66.7% of students making progress, marking an increase of 12.1%. To build on these successes and support teachers in ensuring that English Learner (EL) students remain actively engaged in instruction and continue to grow linguistically and academically, the school maintains EL professional learning tailored to specific EL populations.

The school has decreased chronic absenteeism to 0.9%, with all students and all identified student groups (low-income, English learners, and foster youth) showing declining absenteeism rates. The suspension rates have been maintained excellently, with the indicator blue and zero suspensions. The graduation rate stands at 88.9%. Continued investment in quality teachers and support staff has contributed to these positive gains. Classroom support includes additional teachers, teachers on special assignment, social workers, attendance and behavioral support specialists, campus culture and school climate support, planning and professional development time, parent outreach, engagement opportunities for parents, families, and students, and numerous other strategies and supports for academic learning and social-emotional wellbeing.

While the district has seen overall improvement, one disadvantaged student population remains in the red for ELA: students with disabilities. However, there are no student groups in the red for Mathematics. The College and Career Readiness indicator shows 29.3% of high school graduates are "prepared," reflecting the district's commitment to equipping students for post-secondary success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on state and local assessment data, educational partner feedback, and other collected information, it's evident that there's a need for assessment support to ensure the academic success of all students. The Charter mobilized essential personnel, added provisions for testing locations, increased traveling expenses for proctors, and streamlined all systems and data management, enabling the identification and

implementation of tailored intervention or enrichment strategies. This comprehensive approach aims to provide academic support to students, staff, and families, thereby narrowing the achievement gap for Low-Income, Foster Youth, English Learner students, and homeless youth.

These leaders enhance accessibility to a myriad of resources essential for students, staff, and families to foster growth in crucial areas such as maintaining successful attendance rates, immediate targeted intervention support, improving CAASPP scores, ensuring A-G completion, ensuring CTE pathway completion, EL students making progress toward proficiency and reclassification and addressing behaviors that hinder academic progress and achievement. Additionally, the integration of a new internet platform called DOMO, planned for implementation in 2024-2025, will bolster the effectiveness and efficiency of the school's assessment procedures. The impact of assessment support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.

Foster Youth:

The Charter is expanding mental health support to address graduation rates and academic achievement for foster youth. This collaborative approach aims to improve literacy and graduation rates by focusing on students in grades 3-12. Metrics such as STAR 360 scores, student stability, attendance, and care coordination are used to measure progress. Additionally, intensified behavior assistance is provided through the 5-tier Multi-Tiered System of Supports (MTSS) program, supported by Board-Certified Behavior Analysts (BCBA), and targeted academic support is offered by academic counselors and small group reading interventions for grades K-6.

Homeless Youth:

To support homeless students, the Charter has hired additional Clinical School Social Workers and expanded mental health services in elementary schools. This expansion includes intensified behavior assistance facilitated by BCBA and targeted academic support from academic counselors for grades 8-12. Small group reading interventions are also provided through contracted services with community-based organizations to enhance literacy among students in grades K-6.

Students with Disabilities:

For students with disabilities, the Charter will be implementing an Alternative Diploma Pathway (ADP) to improve graduation rates by providing personalized education plans and custom-tailored coursework. Additionally, professional development sessions on de-escalation techniques and proactive behavior management are provided to reduce suspension rates. The transition department also provides pre-employment transition services for students with disabilities, enhancing their readiness for post-secondary education or employment.

English Learner Students:

The Charter's Learning Launchpad, Academic Lab, and Virtual Academy courses were designed to target both ELA and Math, providing interventions for English Learner students in grades K-12.

Technical Assistance Initiatives:

The Charter's technical assistance initiatives include the expansion of the one-to-one Chromebook program, providing each student with a personal Chromebook to enhance learning opportunities. The Learning Launchpad courses aim to improve English proficiency among English Learner students with interactive lessons and personalized learning paths. Additionally, the expansion of Virtual Academy courses offers high-quality, in-home instruction for students from Kindergarten through 12th grade, ensuring equitable access to education for all

students. These initiatives, measured through state and local assessment data and educational partner feedback, demonstrate the Charter's commitment to supporting the academic success of all students, particularly English Learners.

Multi-Tiered System of Supports (MTSS):

The Charter implements a comprehensive Multi-Tiered System of Support (MTSS) to address the diverse needs of students. This five-tiered system provides increasingly intensive support based on students' academic, behavioral, and social-emotional needs. Tier 1 encompasses universal interventions for all students, while Tier 2 and 3 offer targeted interventions for students requiring additional support. For English Learner students, these supports may include language development programs, small group instruction, and personalized learning plans. Tiers 4 and 5 involve intensive interventions and specialized services for students with the most significant challenges, ensuring that every student receives the support necessary to succeed.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	<p>Consultation meetings specifically for teachers are organized to provide input on instructional strategies, professional development needs, and other classroom-related aspects.</p> <p>Surveys are distributed to teachers to gather their feedback on various components of the LCAP, such as curriculum, assessment practices, and support services.</p> <p>Focus groups with teachers are conducted to delve deeper into specific areas of concern or interest related to student achievement and school improvement.</p> <p>Meeting Dates: 8/7/23, 8/9/23, 9/11/23, 10/2/23, 11/1/23, 12/4/23, 1/8/24, 2/5/24, 3/4/24, 4/15, 5/6/24, 6/3/24</p>
Administrators/Principals	<p>Specialized meetings with school administrators are held to discuss administrative priorities, budget allocation, and resource needs.</p> <p>Workshops or training sessions are conducted for administrators to understand the LCAP process and their role in its implementation.</p> <p>Feedback sessions are organized where administrators can provide input on goals and strategies related to school management and leadership development.</p> <p>Meeting Dates: 1/10/24, 1/24/24, 2/7/24, 2/21/24, 3/6/24, 3/20/24, 4/10/24, 4/24/24, 5/8/24, 5/22/24, 6/5/24</p>
Superintendents	<p>Executive-level meetings with the superintendent to discuss districtwide goals, budget considerations, and overarching strategies.</p>

Educational Partner(s)	Process for Engagement
	<p>One-on-one consultations with the superintendent to address specific concerns or ideas from various educational partners.</p> <p>Superintendent-led meetings to engage the broader community and gather input on district priorities.</p> <p>Meeting Dates: 1/10/24, 1/24/24, 2/7/24, 2/21/24, 3/6/24, 3/20/24, 4/10/24, 4/24/24, 5/8/24, 5/22/24, 6/5/24</p>
Other School Personnel	<p>Departmental meetings involving non-teaching staff such as counselors, nurses, and support staff to address their unique perspectives and needs.</p> <p>Informal feedback mechanisms for non-teaching staff to share their ideas and concerns.</p> <p>Collaborative training sessions to ensure that all school personnel understand the LCAP and their role in its implementation.</p> <p>Meeting Dates: 8/7/23, 8/9/23, 9/11/23, 10/2/23, 11/1/23, 12/4/23, 1/8/24, 2/5/24, 3/4/24, 4/15, 5/6/24, 6/3/24</p>
Parent Advisory Committee	<p>Dedicated meetings with the Parent Advisory Committee to gather parent perspectives on areas such as family engagement, school climate, and support services.</p> <p>Parent surveys were distributed through the committee to gather input on specific aspects of the LCAP, such as parent involvement strategies and communication practices.</p> <p>Focus groups or listening sessions with the Parent Advisory Committee to discuss concerns, suggestions, and priorities from the parent community.</p> <p>Meeting Dates: 1/16, 5/2</p>
Students	<p>Involvement in the Parent Advisory Committee, providing a direct avenue for students to share their perspectives and concerns about the LCAP.</p> <p>Participation in Leadership class discussions where students can contribute ideas, provide feedback, and advocate for student-centered initiatives within the LCAP process.</p> <p>Meeting Dates: 1/16, 5/2</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly influenced by the feedback provided by various educational partners throughout the engagement process. Each educational partner group, including teachers, administrators, superintendents, other school personnel, parent advisory committees, and students, played a crucial role in shaping the final plan through their input and perspectives.

Teachers:

Feedback from teachers regarding instructional strategies, professional development needs, and classroom-related aspects directly influenced the sections of the LCAP related to curriculum, teaching methods, and staff development programs. Their input helped ensure that the goals and strategies outlined in the plan were aligned with the needs and realities of the non-classroom-based structure of the school.

Administrators:

Input from administrators informed decisions related to administrative priorities, budget allocation, and resource needs. Their feedback guided the development of goals and strategies aimed at improving school management and leadership practices, as well as optimizing resource allocation to support student success.

Superintendents:

The perspectives of superintendents contributed to the overarching goals and strategies of the LCAP, considering district-wide priorities, budget considerations, and long-term strategic planning. Their input ensured that the plan reflected the broader vision and objectives of the district.

Other School Personnel:

Feedback from non-teaching staff, such as counselors, nurses, and support staff, provided insights into areas beyond the classroom environment, such as student support services and campus climate. Their input helped shape strategies aimed at enhancing the overall well-being and support systems of students and staff.

Parent Advisory Committee:

The voices of parents, channeled through the Parent Advisory Committee, influenced sections of the LCAP related to family engagement, school climate, and support services. Their feedback-informed strategies are aimed at strengthening parent-school partnerships, improving communication practices, and addressing the needs of diverse family backgrounds.

Students:

Student feedback facilitated through involvement in the Parent Advisory Committee and Leadership class discussions, provided valuable insights into student perspectives, concerns, and aspirations. Their input influenced sections of the LCAP related to student-centered initiatives, school climate, and educational opportunities, ensuring that the plan reflected the needs and priorities of the student body.

Surveys: Feedback gathered through surveys distributed to all educational partners served as a critical data source for identifying common themes, priorities, and areas of improvement across the school community. Survey results informed decision-making processes and helped prioritize goals and strategies in the final adopted LCAP.

Overall, the adopted LCAP was a collaborative effort that integrated the feedback and perspectives of educational partners at every stage of the development process. By incorporating diverse viewpoints and priorities, the plan reflects a comprehensive approach to addressing the needs and aspirations of the school community while striving for continuous improvement in student outcomes and overall educational excellence.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Yosemite Valley Charter will provide a high-quality educational program that promotes the academic achievement of all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data, the school identifies this Goal and subsequent Actions as priorities. Goal 1 is a broad objective focused on improving performance across a wide range of metrics listed below. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Assigned and Fully Credentialed Teachers	100 % Clear Data Year: 2023-2024 Data Source: Fall 2023 Dashboard			95% Clear Data Source: Fall 2023 Dashboard	
1.2	Access to Standards-Aligned Instructional Materials	100% Data Year: 2023-24 Data Source: Local Indicator Report			100% Data Source: Local Indicator Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities Maintained in Good Repair	All facilities met good repair Data Year: 2023-24 Data Source: Local Indicator Report			All facilities met good repair Data Source: Local Indicator Report	
1.4	Implementation of Standards for all Students and Enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report			Full Implementation Data Source: Local Indicator Report	
1.5	Smarter Balanced/CAASPP ELA Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 46.89% EL: 47.36% LI: 38.62% FY: ***% SWD: 10.75% 2MR: 50% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: Dataquest			All: 49.82% EL: 48.86% LI: 40.12% FY: ***% SWD: 12.25% 2MR: 51.5% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Dataquest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	<p>Smarter Balanced/CAASPP Math Met or Exceeded Standard</p> <p>All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races</p>	<p>All: 28.61% EL: 28.78% LI: 21.11% FY: ***% SWD: 8.20% 2MR: 34.43%</p> <p>***In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Data Year: 2022-23</p> <p>Data Source: Dataquest</p>			<p>All: 31.61% EL: 30.28% LI: 22.61% FY: *** % SWD: 9.7% 2MR: 35.93%</p> <p>Data Source: Dataquest</p>	
1.7	A-G Completion Rate	<p>22%</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard Additional Reports</p>			<p>47%</p> <p>Data Source: CA Dashboard Additional Reports</p>	
1.8	CTE Pathway Completion Rate	<p>2%</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard Additional Reports</p>			<p>2%</p> <p>Data Source: CA Dashboard Additional Reports</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: Dashboard Additional Reports			2% Data Source: Dashboard Additional Reports	
1.10	EL Students Making Progress Toward English Proficiency	***% Data Year: 2022-2023 ELPAC ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data			20% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data	
1.11	EL Reclassification Rate	18% Data Year: 2022-23 Data Source: Local Data			20% Data Source: Local Data	
1.12	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.			n/a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	EAP ELA	68.05% college-ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest			68% college-ready or conditionally ready Data Source: Dataquest	
1.14	EAP MATH	37.11% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest			38% college-ready or conditionally ready Data Source: Dataquest	
1.15	Broad Course of Study All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	Students meeting A-G Requirements: All: 9th: 94.59% 10th: 81.19% 11th: 57.69% 12th: 40.78% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI:			Students meeting A-G requirements. All: 9th: 96.09% 10th: 83.4% 11th: 59.19% 12th: 42.28% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th: 19.05% 10th: 23.17% 11th: 15% 12th: 9.52% SWD: 9th: 11.43% 10th: 14.63% 11th: 6.67% 12th: 9.52% Data Year: 2023-24 ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: CALPADS Fall 2			9th: 20.55% 10th: 24.67% 11th: 16.5% 12th: 11.02% SWD: 9th: 12.93% 10th: 16.13% 11th: 8.17% 12th: 11.02% Data Source: CALPADS Fall 2	
1.16	Other Pupil Outcomes	23% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2022-23 Data Source: Local Data			25% of Juniors & Seniors in a Dual Enrollment Course Data Source: Local Data	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified Staff: Appropriately Credentialed Teachers	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students.</p> <p>This plan will utilize recruitment websites and fairs to access highly qualified teachers with expertise in single-subject areas, special education, and multiple subjects. A fully credentialed staff increases success, particularly for Low-Income, Foster Youth, English Learners, and students experiencing homelessness. This plan will provide sufficient staff to support and enhance achievement in our virtual academies, as well as provide support for students, staff, and families. We anticipate that this action will continue to narrow the achievement gap by providing enrichment and addressing areas such as attendance rates, suspension rates, and behaviors affecting our Low-Income, Foster Youth, English Learners, and students experiencing homelessness.</p> <p>The impact of Qualified Staff: Appropriately Credentialed Teachers will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$19,851,395.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Regional Coordinators	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for regional coordinators to ensure the academic success of all students.</p> <p>This plan will provide Regional Coordinators for the facilitation of PLCs, which will include data disaggregation, progress monitoring on state standard implementation, and student progress tracking. Each team of Regional Coordinators, supported by a weekly checking, director, and team assistance, will bolster student, staff, and family success while fostering growth in attendance rates, suspension rates, and behavior impacting academic achievement, aiming to narrow the achievement gap and provide leadership in academic enrichment and addressing challenges faced by unduplicated student groups.</p> <p>The impact of Regional Coordinators will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$1,496,410.00	Yes
1.3	Enrichment and Elective Opportunities	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment and elective opportunities to ensure the academic success of all students.</p> <p>This plan will leverage a broad spectrum of vendors and resources to provide an extensive array of enrichment classes, encompassing an array of electives such as arts, drama, dance, theater, coding workshops, culinary arts, robotics, music lessons, creative writing, gardening, and more, to support students within and beyond their core programs. All students, especially those from Low-Income (LI), Foster Youth (FY), English Learner (EL), and Homeless Youth (HY) backgrounds, will have equitable access to these resources and courses. Ensuring full access to these enrichment opportunities will enable unduplicated students to engage in their educational journey through a diverse range of elective and enrichment avenues.</p>	\$5,648,300.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The impact of Enrichment and Elective Opportunities will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.4	<p>Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies</p>	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for instructional materials, software, textbooks, virtual academy courses, and supplies to ensure the academic success of all students.</p> <p>This plan will include curriculum and instruction experts in ELA and Math to provide teachers and learning coaches with the knowledge to better facilitate assistance to students and families in selecting grade-level appropriate curriculum and utilizing data for progress monitoring on state standard implementation and student progress. Access and support with these resources will enhance the success of students, staff, and families by promoting growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. We expect this action to continue reducing the achievement gap by providing resource support in academic achievement and addressing issues such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness.</p> <p>The impact of Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$4,724,947.00	No
1.5	<p>Technology Devices and Equipment</p>	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for technology devices and equipment to ensure the academic success of all students.</p> <p>This plan will ensure all students have access to this technology and promote equity and access to resources and activities, particularly benefiting low-income, Foster Youth, English Learners, and students</p>	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>experiencing homelessness. Recognizing access to technology as a critical 21st Century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in educational achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness.</p> <p>The impact of Technology Devices and Equipment will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.6	Technology Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for technology resources and support to ensure the academic success of all students.</p> <p>This plan will equip teachers with the knowledge to assist students and families in choosing appropriate technology and applications, as well as utilizing data for progress monitoring on state standard implementation and student progress. Access, coupled with support for this technology, will increase the success of students, staff, and families and support growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. Recognizing access to technology as a critical 21st-century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in academic achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness.</p> <p>The impact of Technology Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$193,573.00	No
1.7	English Learner Support: Progress	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for English Learner (EL) support, progress</p>	\$139,728.00	No

Action #	Title	Description	Total Funds	Contributing
	and Achievement Support	<p>monitoring and achievement support to ensure the academic success of all students.</p> <p>This plan will deploy credentialed and proficient teachers to oversee and cater to students through a specialized program designed to offer enhanced access to skill enhancement and opportunities for meeting academic standards within a dedicated and integrated framework. The Charter is committed to coordinating and implementing a tailored program for English learners across all grade levels. It is anticipated that this strategic initiative will contribute to narrowing the achievement gap by fostering increased student support and engagement, thereby yielding improved outcomes in attendance rates and suspension rates and mitigating behaviors that affect the learning and academic achievement of our Foster Youth and students experiencing homelessness.</p> <p>The impact of English Learner Support: Progress and Achievement Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.8	Intervention Support: Student Study Teams	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for intervention support and student study teams to ensure the academic success of all students.</p> <p>This plan will include our Student Success Coordinators and a comprehensive plan that will offer an analytical approach to intervention, addressing academic and socioemotional needs through a dedicated team tasked with delivering differentiated and student-centered support aligned with individual student requirements. By enhancing access to a diverse range of resources for students, staff, and families, this initiative aims to foster growth in attendance rates, reduce suspension rates, and mitigate behaviors hindering learning and academic achievement. This intervention will be accessible to all struggling students through both school-wide initiatives and individualized learning plans.</p>	\$89,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The impact of Intervention Support: Student Study Teams will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.9	<p>Assessment Support: Academic Achievement Assessments, Management Platform, and Support</p>	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for assessment support, academic achievement assessments, and management platform support to ensure the academic success of all students.</p> <p>This plan will mobilize essential personnel, including a Testing Coordinator and a Management Platform team to streamline all systems and data management, enabling the identification and implementation of tailored intervention or enrichment strategies. Beginning in 2024, the integration of a new internet platform called DOMO will bolster the effectiveness and efficiency of the school's assessment procedures and accessibility to comparative data over multiple years for detailed evaluation.</p> <p>The impact of Assessment Support: Academic Achievement Assessments, Management Platform, and Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$621,713.00	No
1.10	<p>Student Support: Coordination of Services for Students with 504s</p>	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for student support and coordination of services for students with 504s to ensure the academic success of all students.</p> <p>This plan will offer targeted interventions and opportunities aligned with the Student Study Team (SST) recommendations supported by the Multi-Tiered System of Support (MTSS). Coordinating and implementing this dedicated program aims to enhance student support and engagement, leading to improved outcomes in attendance rates, suspension rates, and behavior. This proactive approach is expected to contribute to closing the</p>	\$107,334.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>achievement gap for vulnerable student populations, including Foster Youth and students experiencing homelessness.</p> <p>The impact of Student Support: Coordination of Services for Students with 504s will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.11	Family Academic Success: Lending Library Support and Activities	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for family academic success support and activities to ensure the academic success of all students.</p> <p>This plan will leverage available resources to provide targeted support focused on enhancing literacy, math, and arts skills. These resources will offer families greater accessibility to materials aimed at addressing skill gaps and promoting standards attainment. By coordinating and implementing this specialized program for students and families across all grade levels, The Charter aims to narrow the achievement gap and foster increased support and engagement. This proactive approach is expected to yield positive outcomes in attendance rates, suspension rates, and overall behavior, particularly among vulnerable student groups such as Foster Youth and students experiencing homelessness.</p> <p>The impact of Family Academic Success: Lending Library Support and Activities will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$193,573.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Yosemite Valley Charter will prioritize robust parent and community engagement, ensuring effective communication channels and offering opportunities for parent education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, Yosemite Valley Charter (YVC) identifies this goal and subsequent actions as key priorities. Goal 2 encompasses a broad aim of enhancing performance across various metrics outlined below. It is imperative that opportunities for parental and community engagement, along with effective communication, are expanded to facilitate the achievement of students' academic and socio-emotional objectives. Moreover, parents require support to stay informed and educated, empowering them to actively engage in the YVC community and advocate for their children's educational success

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report			Full Implementation Data Source: Local Indicator Report	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for community engagement and communication to ensure the academic success of all students.</p> <p>This plan will persist in offering various avenues for parent communication, such as the charter website, home letters, and a weekly electronic newsletter. These platforms will facilitate effective school-to-parent communication, thereby fostering heightened participation in school programs and support. Enhanced access to and support with this communication and information will bolster the success of students, staff, and families, while also promoting growth in areas such as attendance rates, suspension rates, and behaviors impacting learning and academic achievement. Improved access to technology and information not only enhances academic performance but also cultivates a vital 21st-century skill set.</p> <p>The impact of Community Engagement and Communication: Website and Newsletter Communication Channels will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$198,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development: Staff and Parent Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for staff and parents to ensure the academic success of all students.</p> <p>This plan will leverage its resources, including teacher trainers, regional coordinators, community educators, and contracted providers, to offer a range of services, professional development opportunities, and support for learning coaches/parents. This comprehensive approach will focus on increasing parent participation and efficacy through training, support, and the provision of materials and supplies tailored to academic achievement. Utilizing both formal and informal data collection and analysis methods, the charter will continuously improve student outcomes by enhancing instructional techniques for English Learners, struggling students, Low-Income, and Foster youth.</p> <p>The impact of Professional Development: Staff and Parent Support will be measured through ongoing assessment using state and local assessment data, educational partner feedback, and other collected data.</p>	\$80,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Yosemite Valley Charter will maintain a safe and positive school climate where all students are actively engaged in learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner 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.

Students need a safe and positive school climate where they are actively engaged every day. To achieve this, we must maintain high attendance rates, reduce chronic absenteeism, and increase graduation rates. Additionally, we need to continue to maintain the low number of suspensions and expulsions to foster a conducive learning environment, thereby enhancing students' sense of safety and connectedness to their school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	98.86% Data Year: 2022-23 Data Source: P-2			98% Data Source: P-2	
3.2	Chronic Absenteeism All = District	All: 1.2% LI: 2% EL: 2.9%			All: less than 4% LI: less than 4% EL: less than 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	FY: 0% SWD: 2.1% Data Year: 2022-23 Data Source: DataQuest			FY: less than 4% SWD: less than 4% Data Source: DataQuest	
3.3	Middle School Dropout Rate	4.67% Data Year: 2022-23 Data Source: CALPADS Fall 1			<=4.67% Data Source: CALPADS Fall 1	
3.4	High School Dropout Rate	1.88% Data Year: 2022-23 Data Source: DataQuest			<=1.88% Data Source: DataQuest	
3.5	High School Graduation Rate	88.9% Data Year: 2022-23 Data Source: Dataquest			91% Data Source: Dataquest	
3.6	Suspension Rate All = District EL = English Learners FY = Foster Youth	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0%			All: 0% LI: 0% EL: 0% FY: 0% SWD: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	Data Year: 2022-23 Data Source: CA Dashboard			Data Source: CA Dashboard	
3.7	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest			0% Data Source: DataQuest	
3.8	Sense of Safety and School Connectedness	Connectedness Students 93.88% Parents 96.3% Teachers 100% Safety Students 93.88% Parents 96.3% Teachers 98.11% Data Year: 2023-24 Data Source: Local Survey			Connectedness Students over 85% Parents over 85% Teachers over 85% Safety Students over 85% Parents over 85% Teachers over 85% Data Source: Local Survey	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS Program: Coordination, Support and Supplies	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for the MTSS program, coordination, support, and supplies to ensure the academic success of all students.</p> <p>This plan will provide targeted services, academic supports, and social-emotional tools by implementing a plan to provide differentiated learning, student-centered learning that is individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.</p> <p>The impact of MTSS Program: Coordination, Support and Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$1,633,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Enrichment Ordering: Coordination and Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment ordering, coordination and support to ensure the academic success of all students.</p> <p>This plan will provide training to parents and students, as well as an onboarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products. Teachers create a student-centered learning plan with individualized student needs identified. These systems, along with team support, increase accessibility to the number of resources that students, staff, and families have to support growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities.</p> <p>The impact of Enrichment Ordering: Coordination and Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$774,290.00	No
3.3	School and Community Events Supplies	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for school and community event supplies to ensure the academic success of all students.</p> <p>This plan entails procuring various supplies essential for school and community events, such as academic field trip location deposits, field trip supplies including educational materials and equipment, first aid supplies for field trips to ensure student safety, academic adventure day supplies for engaging and enriching lessons, prizes for student engagement to incentivize participation, intramural sports equipment, and covering traveling costs for transportation to and from events. Additionally, resources will be allocated to ensure clubs for students of all grade levels throughout the school year have the necessary supplies, and an annual Parent Advisory Committee meeting will be facilitated with adequate materials. The coordination of these supplies aims to support the smooth execution of events, engaging both students and parents and leading to</p>	\$267,573.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>heightened participation and academic achievement on state and local assessments for unduplicated students.</p> <p>The impact of School and Community Events Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
3.4	School and Community Events Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for school and community events support to ensure the academic success of all students.</p> <p>This plan will mobilize teams under the Director of Community Services to engage parents, including staff for field trips, community arts educators for adventure days, and coaches for sports. These efforts aim to enhance parent involvement through various channels such as newsletters, monthly meetings, and academic events, ultimately improving academic outcomes, particularly for underrepresented student groups. While primarily targeting specific demographics, these initiatives will benefit all students across the school.</p> <p>The impact of School and Community Events Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$1,004,155.00	No
3.5	Homeless Youth Supplies	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for homeless youth supplies to ensure the academic success of all students.</p> <p>This plan will utilize its transition teams with the local county to provide coordination and implementation of supplies and services for foster youth and students experiencing homelessness. This plan will provide several types of academic supplies, internet access, and technology resources.</p>	\$14,805.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The impact of Homeless Youth Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
3.6	Student Transition Program: Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for student transition programs and support to ensure the academic success of all students.</p> <p>This plan will enlist a team of trained educators overseen by the Director of Transition and Student Support to expand opportunities for student involvement in clubs, leadership development, and academic competitions/events, fostering confidence and leadership skills. Through collaborative efforts, the team will deliver a flexible and personalized learning experience, addressing post-secondary education, employment, and independent living needs for all high school students, including those with disabilities. The provision of transition programs and support by the Charter will facilitate smooth transitions between educational stages and offer linkage opportunities post-graduation, enhancing student engagement and preparedness for future endeavors.</p> <p>The impact of the Student Transition Program: Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$236,575.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Yosemite Valley Charter will guide and prepare all students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners 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.

Students need to be actively engaged in school daily in order to become college and career-ready graduates. To achieve this, we must continue to reduce suspensions and expulsions, improve Smarter Balanced scores, increase A-G completion rates, consistently improve EL reclassification rates, and enhance the breadth of course offerings throughout high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Smarter Balanced/CAASPP ELA Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 46.89% EL: 47.36% LI: 38.62% FY: ***% SWD: 10.75% 2MR: 50% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.			All: 49.82% EL: 48.86% LI: 40.12% FY: ***% SWD: 12.25% 2MR: 51.5% ***In order to protect student privacy, data is suppressed because fewer	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Dataquest			than 11 students tested. Data Source: Dataquest	
4.2	Smarter Balanced/CAASPP Math Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 28.61% EL: 28.78% LI: 21.11% FY: ***% SWD: 8.20% 2MR: 34.43% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: Dataquest			All: 31.61% EL: 30.28% LI: 22.61% FY: *** % SWD: 9.7% 2MR: 35.93% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Dataquest	
4.3	A-G Completion Rate	22% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports			47% Data Source: CA Dashboard Additional Reports	
4.4	CTE Pathway Completion Rate	2% Data Year: 2022-23 Data Source:			2% Data Source: CA Dashboard Additional Reports	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Dashboard Additional Reports				
4.5	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports			2% Data Source: CA Dashboard Additional Reports	
4.6	EL students making progress toward English Proficiency	54% Data Year: 2022-2023 ELPAC Data Source: Local Data			20% Data Source: Local Data	
4.7	EL Reclassification Rate	18% Data Year: 2022-23 Data Source: Local Data			20% Data Source: Local Data	
4.8	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.			n/a	
4.9	EAP ELA	68.05% college-ready or conditionally ready Data Year: 2022-23			68% college-ready or conditionally ready Data Source: Dataquest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dataquest				
4.10	EAP MATH	37.11% college-ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest			38% college-ready or conditionally ready Data Source: Dataquest	
4.11	Attendance Rate	98.86% Data Year: 2022-23 Data Source: P-2			98% Data Source: P-2	
4.12	Chronic Absenteeism All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 1.2% LI: 2% EL: 2.9% FY: 0% SWD: 2.1% Data Year: 2022-23 Data Source: DataQuest			All: less than 4% LI: less than 4% EL: less than 4% FY: less than 4% SWD: less than 4% Data Source: DataQuest	
4.13	Middle School Dropout Rate	4.67% Data Year: 2022-23 Data Source: CALPADS Fall 1			<=4.67% Data Source: CALPADS Fall 1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.14	High School Dropout Rate	1.88% Data Year: 2022-23 Data Source: DataQuest			<=1.88% Data Source: DataQuest	
4.15	High School Graduation Rate	88.9% Data Year: 2022-23 Data Source: Dataquest			91% Data Source: Dataquest	
4.16	Broad course of study	Students meeting A-G Requirements: All: 9th: 94.59% 10th: 81.19% 11th: 57.69% 12th: 40.78% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 19.05% 10th: 23.17% 11th: 15% 12th: 9.52%			Students meeting A-G requirements. All: 9th: 96.09% 10th: 83.4% 11th: 59.19% 12th: 42.28% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 20.55% 10th: 24.67% 11th: 16.5% 12th: 11.02%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 9th: 11.43% 10th: 14.63% 11th: 6.67% 12th: 9.52% Data Year: 2023-24 ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: CALPADS Fall 2			SWD: 9th: 12.93% 10th: 16.13% 11th: 8.17% 12th: 11.02% Data Source: CALPADS Fall 2	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Indicators (CCI) for Readiness and Success	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for college and career indicators for readiness and success to ensure the academic success of all students.</p> <p>This initiative aims to ensure that unduplicated students have the opportunity to fulfill College and Career Indicator (CCI) and A-G college requirements, supported by academic assistance to promote college and career readiness, fostering higher academic achievement through improved attendance. The Charter is committed to expanding CTE and A-G course offerings to cultivate leadership and collaboration skills, enhancing student engagement and academic performance, alongside course completion for college and career readiness. A team of trained high school support specialists and counselors, overseen by the high school director, will facilitate student participation in CCI, CTE, and A-G courses and programs. This approach is expected to result in increased enrollment and achievement in CCI readiness, CTE, and A-G courses, demonstrating enhanced school engagement and college and career readiness. Coordination of multiple support systems within CCI, CTE, and A-G programs is expected to further bolster connectedness and readiness for college and career pathways.</p> <p>The impact of College and Career Indicators (CCI) for Readiness and Success will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$218,180.00	Yes
4.2	Secondary Student Success Team and Virtual Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for secondary student success teams and virtual support to ensure the academic success of all students.</p>	\$882,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meetings with students and families. By providing the secondary student success team there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments.</p> <p>The impact of the Secondary Student Success Team and Virtual Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
4.3	High School Counseling Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for high school counseling support to ensure the academic success of all students.</p> <p>The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Yosemite Valley Charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve.</p> <p>The impact of High School Counseling Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$119,615.00	No
4.4	Dual/Concurrent Enrollment Opportunities	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for dual and concurrent enrollment opportunities to ensure the academic success of all students.</p> <p>The high school support team will implement a program to ensure all students meet their academic goals and expand dual/concurrent enrollment as needed when they meet with students and families. By</p>	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>providing expanded dual/concurrent enrollment opportunities, the charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve.</p> <p>The impact of Dual/Concurrent Enrollment Opportunities will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,907,110	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.897%	0.412%	\$121,059.00	10.309%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Regional Coordinators</p> <p>Need: To provide effective coordination and support for unduplicated pupils, including Low-Income, Foster Youth, English Learner students, and homeless youth, by deploying regional coordinators to facilitate equitable access to resources and ensure consistent implementation of student success initiatives.</p>	<p>This action addresses the need for effective coordination and support in student success initiatives by deploying regional coordinators to facilitate equitable access to resources, provide guidance, and ensure consistency in implementation for all students.</p> <p>This initiative is provided on an LEA-wide basis to ensure uniformity and fairness in student support efforts, promoting collaboration and addressing the diverse needs of students across the district,</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>thereby reinforcing the charter's commitment to equity and academic excellence for all students.</p>	
<p>1.5</p>	<p>Action: Technology Devices and Equipment</p> <p>Need: To provide access to technology and learning platforms for all students, especially for low-income, Foster Youth, English Learner students, and students experiencing homelessness. This is necessary to support students and teachers in monitoring the academic progress of unduplicated students and to ensure equity and access to resources and activities to increase success.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for equitable access to technology by utilizing the charter's resources to procure devices and software, establish a lending library for temporary access, and ensure fair distribution, especially benefiting underserved populations.</p> <p>This initiative is provided on an LEA-wide basis to ensure equitable access to technology resources and support services, promoting consistency and fairness, and addressing the needs of underserved populations, thus demonstrating the charter's commitment to equity and academic success for all students.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16</p>
<p>1.8</p>	<p>Action: Intervention Support: Student Study Teams</p> <p>Need: The provision of mental health support services for students and their families. This includes addressing mental health challenges that may hinder students' academic progress and overall well-being.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for Student Study Teams to provide tailored support for low-income students, foster youth, English learner students, and homeless youth. Addresses the identified need for additional support tailored to their specific needs, including mental health and academic support.</p> <p>This initiative is provided on an LEA-wide basis to foster growth in attendance rates, reduce suspension rates, and mitigate obstacles to learning for all struggling students, thus ensuring equity and access to support services across the entire district.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Community Engagement and Communication: Website and Newsletter Communication Channels</p> <p>Need: To provide enhanced community engagement and communication channels to foster increased participation and support for unduplicated pupils, including Low-Income, Foster Youth, English Learner students, and homeless youth, in school programs. This is crucial for ensuring their academic success and overall achievement by promoting a collaborative and informed partnership between the school and home.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for enhanced community engagement and communication channels by implementing various platforms, including the school website, home letters, and a weekly electronic newsletter, fostering heightened participation in school programs and support ultimately promoting student success and academic achievement.</p> <p>This initiative is provided on an LEA-wide basis to ensure consistency, fairness, and equitable access to communication resources and information, thereby fostering a collaborative school-home partnership that supports the success and academic achievement of all students across the district.</p>	2.1
3.1	<p>Action: MTSS Program: Coordination, Support and Supplies</p> <p>Need: To provide targeted services, academic supports, and social-emotional tools to address the specific needs of all student populations and promote their overall success.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for targeted services, academic support, and social-emotional tools to meet the specific needs of all student populations and promote their overall success.</p> <p>This initiative is provided on an LEA-wide basis to ensure equitable access to differentiated learning, student-centered approaches tailored to individual student needs, and the alignment of systems crucial for academic, behavioral, and social advancement for all students.</p>	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.1</p>	<p>Action: College and Career Indicators (CCI) for Readiness and Success</p> <p>Need: To provide increased opportunities for students to participate in expanding College and Career opportunities for post-secondary success, including addressing new requirements for College and Career Indicators (CCI) such as CTE Pathways, A-G courses, and other CCI indicators.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for increased opportunities for students to participate in expanding College and Career opportunities for post-secondary success.</p> <p>This initiative is provided on an LEA-wide basis to ensure that all students within the district have equitable access to expanded College and Career opportunities.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16</p>
<p>4.2</p>	<p>Action: Secondary Student Success Team and Virtual Support</p> <p>Need: To provide improved outcomes for middle and high school students through the implementation of a secondary student success team and online virtual specialist to support progress monitoring.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for increased opportunities for student involvement and improved outcomes for middle and high school students, facilitated by the implementation of a secondary student success team and an online virtual specialist, aimed at providing support and progress monitoring based on state and local assessment data, educational partner feedback, and other collected data.</p> <p>This initiative is provided on an LEA-wide basis to ensure equitable access to support services and progress monitoring for all middle and high school students, fostering academic growth and reducing achievement gaps across the district.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$29,373,117	\$2,907,110	9.897%	0.412%	10.309%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,019,395.00	\$2,006,604.00	\$2,146,992.00	\$384,186.00	\$38,557,177.00	\$25,834,547.00	\$12,722,630.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Qualified Staff: Appropriately Credentialed Teachers	All	No			All Schools	Ongoing	\$19,851,395.00	\$0.00	\$16,856,771.00	\$847,632.00	\$2,146,992.00		\$19,851,395.00	
1	1.2	Regional Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,496,410.00	\$0.00	\$1,496,410.00				\$1,496,410.00	
1	1.3	Enrichment and Elective Opportunities	All	No			All Schools	Ongoing	\$0.00	\$5,648,300.00	\$5,151,164.00	\$497,136.00			\$5,648,300.00	
1	1.4	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	All	No			All Schools	Ongoing	\$0.00	\$4,724,947.00	\$4,522,722.00	\$202,225.00			\$4,724,947.00	
1	1.5	Technology Devices and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$193,573.00	\$193,573.00				\$193,573.00	
1	1.7	English Learner Support: Progress and Achievement Support	All	No			All Schools	Ongoing	\$139,728.00	\$0.00	\$139,728.00				\$139,728.00	
1	1.8	Intervention Support: Student Study Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$89,285.00	\$0.00		\$89,285.00			\$89,285.00	
1	1.9	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	All	No			All Schools	Ongoing	\$137,367.00	\$484,346.00	\$251,387.00	\$370,326.00			\$621,713.00	
1	1.10	Student Support: Coordination of Services for Students with 504s	All	No			All Schools	Ongoing	\$107,334.00	\$0.00	\$107,334.00				\$107,334.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Family Academic Success: Lending Library Support and Activities	All	No			All Schools	Ongoing	\$0.00	\$193,573.00	\$193,573.00				\$193,573.00	
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$198,173.00	\$198,173.00				\$198,173.00	
2	2.2	Professional Development: Staff and Parent Support	All	No			All Schools	Ongoing	\$0.00	\$80,600.00	\$80,600.00				\$80,600.00	
3	3.1	MTSS Program: Coordination, Support and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,583,854.00	\$50,000.00	\$1,633,854.00				\$1,633,854.00	
3	3.2	Enrichment Ordering: Coordination and Support	All	No			All Schools	Ongoing	\$0.00	\$774,290.00	\$774,290.00				\$774,290.00	
3	3.3	School and Community Events Supplies	All	No			All Schools	Ongoing	\$0.00	\$267,573.00	\$267,573.00				\$267,573.00	
3	3.4	School and Community Events Support	All	No			All Schools	Ongoing	\$992,095.00	\$12,060.00	\$619,969.00			\$384,186.00	\$1,004,155.00	
3	3.5	Homeless Youth Supplies	All	No			All Schools	Ongoing	\$0.00	\$14,805.00	\$14,805.00				\$14,805.00	
3	3.6	Student Transition Program: Support	All	No			All Schools	Ongoing	\$236,575.00	\$0.00	\$236,575.00				\$236,575.00	
4	4.1	College and Career Indicators (CCI) for Readiness and Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$198,790.00	\$19,390.00	\$218,180.00				\$218,180.00	
4	4.2	Secondary Student Success Team and Virtual Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$882,099.00	\$0.00	\$882,099.00				\$882,099.00	
4	4.3	High School Counseling Support	All	No			All Schools	Ongoing	\$119,615.00	\$0.00	\$119,615.00				\$119,615.00	
4	4.4	Dual/Concurrent Enrollment Opportunities	All	No			All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$29,373,117	\$2,907,110	9.897%	0.412%	10.309%	\$4,488,716.00	0.000%	15.282 %	Total:	\$4,488,716.00
								LEA-wide Total:	\$4,488,716.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Regional Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,496,410.00	
1	1.5	Technology Devices and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
1	1.8	Intervention Support: Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,173.00	
3	3.1	MTSS Program: Coordination, Support and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,633,854.00	
4	4.1	College and Career Indicators (CCI) for Readiness and Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$218,180.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Secondary Student Success Team and Virtual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$882,099.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$32,825,119.09	\$30,612,344.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Qualified Staff, including appropriately credentialed teachers	No	\$17,979,928.49	\$11,684,489.54
1	1.2	Regional Coordinators	Yes	\$966,129.30	\$757,231.52
1	1.3	Electives and Enrichment opportunities	No	\$2,250,829.14	\$2,128,449.32
1	1.4	Texts, instructional materials, software, and supplies	No	\$4,633,369.38	\$6,572,018.22
1	1.5	Technology, including devices and equipment for learning	Yes	\$91,748.26	\$121,247.13
1	1.6	Technology Support	Yes	\$157,487.00	\$186,102.15
1	1.7	Intervention Teachers on Special Assignment (TOSA)	No	\$387,230.12	\$706,373.96
1	1.8	Supplemental School Psychologist, and Specialized Support Staff	Yes	\$669,140.75	\$2,026,364.34
1	1.9	Special Education Services	No	\$1,450,582.61	\$1,674,845.19
1	1.10	Professional development and training for staff	No	\$218,169.00	\$170,754.52
1	1.11	Supplemental academic support programs	No	\$167,823.00	\$152,236.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	English Learner Progress and Achievement Support	No	\$138,519.79	\$416,696.72
1	1.13	Student Study Teams and Intervention Support	Yes	\$235,276.20	\$202,180.62
1	1.14	Coordination of intervention, assessment, analysis, and achievement	Yes	\$367,628.10	\$333,762.36
1	1.15	Academic achievement assessments, management platform, and support	No	\$182,691.22	\$148,903.90
1	1.16	Coordination of services and supports for Students with 504s	No	\$98,556.00	\$104,333.60
1	1.17	Activities and events to promote family academic success including lending library support	No	\$50,537.00	\$67,904.39
2	2.1	School and community events	No	\$34,215.00	\$34,186.59
2	2.2	Communication through multiple methods including website, newsletter	Yes	\$5,566.00	\$185,464.00
2	2.3	Parent Support and professional development	No	\$168,649.99	\$127,786.00
3	3.1	MTSS Program implementation and coordination	Yes	\$125,302.10	\$108,828.93
3	3.2	Enrichment Coordination and Support	No	\$629,953.00	\$741,838.00
3	3.3	Coordination of school and community events	No	\$774,569.01	\$800,725.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Supplies and services for Foster and Homeless Youth	No	\$1,000.00	\$26,578.95
3	3.5	Increase student participation in clubs, leadership and academic programs	No	\$45,000.00	\$88,641.28
3	3.6	Student transition program and supports	Yes	\$241,841.60	\$163,745.58
4	4.1	College and Career Indicators (CCI) for readiness and success	Yes	\$258,375.61	\$261,279.89
4	4.2	Secondary student success team and Virtual Support	Yes	\$336,756.22	\$438,367.26
4	4.3	High School Counseling Support	No	\$157,245.20	\$173,924.39
4	4.4	Expand Dual/concurrent enrollment opportunities	No	\$1,000.00	\$7,084.48

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,907,110	\$3,013,822.81	\$2,786,051.00	\$227,771.81	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Regional Coordinators	Yes	\$966,129.30	\$583,144	0	0
1	1.5	Technology, including devices and equipment for learning	Yes	\$40,071.86	\$101,397	0	0
1	1.6	Technology Support	Yes	\$157,487	\$153,968	0	0
1	1.8	Supplemental School Psychologist, and Specialized Support Staff	Yes	\$531,297.76	\$1,016,097	0	0
1	1.13	Student Study Teams and Intervention Support	Yes	\$202,172.84	\$52,787	0	0
1	1.14	Coordination of intervention, assessment, analysis, and achievement	Yes	\$284,213.28	\$185,530	0	0
2	2.2	Communication through multiple methods including website, newsletter	Yes	\$5,566.00	\$153,678	0	0
3	3.1	MTSS Program implementation and coordination	Yes	\$125,302.10	\$81,784	0	0
3	3.6	Student transition program and supports	Yes	\$185,202.30	\$45,968	0	0
4	4.1	College and Career Indicators (CCI) for readiness and success	Yes	\$242,227.13	\$81,784	0	0
4	4.2	Secondary student success team and Virtual Support	Yes	\$274,153.24	\$329,914	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$29,373,117	\$2,907,110	0	9.897%	\$2,786,051.00	0.000%	9.485%	\$121,059.00	0.412%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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