**URBAN CHARTER SCHOOLS COLLECTIVE**
**MAY 9, 2022**
**REGULAR BOARD MEETING AGENDA**

**BOARD MEMBERS**

Miles E. Myles, President (Term Expires June 2023)

Yong Lor, Vice President (Previously expired June 2022)

Bao Xiong, Board Secretary (Term Expires June 2024)

Dennis Mah, Board Treasurer (Term Expires June 2023)

Guy Ollison, Board Member (Term Expires June 2024)

Vacant, Board Member (Term Expires June 2022)

Vacant, SCUSD Representative (No expiration)

6:00 PM Convene
8:45 PM Closed Session
8:50 PM Reconvene Open Session
9:00 PM Adjourn

**ZOOM VIDEO CONFERENCE**
7555 S. Land Park Drive, Sacramento, CA 95831

\* Supporting materials will be distributed at the meeting.

**Join Zoom Meeting**
https://us02web.zoom.us/j/81597157336?pwd=NEZiOG1FQkhHZ3pyOUtKa2cwYUo1Zz09

**Meeting ID:** 815 9715 7336
**Passcode:** 654571

1. **CALL TO ORDER** 6:00 PM

2. **BOARD ROLL CALL** 6:01 PM

3. **ADJUST AND APPROVE AGENDA AS NEEDED** 6:03 PM

4. **PUBLIC COMMENT-** Two Minutes Per Person and Ten Minutes Per Issue Listed in the Agenda 6:05 PM
*This portion of the meeting is set aside for members of the audience to address the Governing Board regarding matters on agenda and non-agenda items but within the Governing Board's subject matter jurisdiction. These presentations are limited to two (2) minutes per person and ten (10) minutes per issue. The Governing Board is not allowed to take action on any item which is not on the agenda, except as authorized by Government Code Section 54954.2. Public comments may be submitted before the board meeting to publiccomment@urbancsc.org.*

5. **INFORMATIONAL ITEM-** Academy Council Update to the Board 6:10 PM\*
*The Academy Council is the local level of governance and is responsible for implementing the program described in the charter. The Council makes decisions and adopts procedures that result in the effective day-to-day operation of the school, ensures the mission and goals of the school are accomplished, and engages in effective uses of the money in the school budget.*

    5.1 2022-23 LCAP and First Budget Draft Development

        5.1.1   LCAP Educational Partner Input Session Outcomes

        5.1.2   Timeline for Completion of LCAP

    5.2  ELO, ESSER II, and SEP Plan

    5.3 23 Bulleted Staff Concerns Update

    5.4 Individualized Learning Plan (ILP) Update

    5.5 Scholar Recruitment

    5.6 Annual School Climate/Culture Survey

6. **PUBLIC HEARING** 6:25 PM

*The Governing Board of Urban Charter Schools Collective will hold a public hearing on the 2022-23 Local Accountability Plan (LCA) and Budget.to provide an opportunity for citizens to receive and solicit recommendations and comments on the LCAP, annual updates and budget followed by a subsequent public meeting for adoption.*

    6.1 2022-23 Local Control Accountability Plan (LCAP)
    6.2 Proposed Fiscal Year 2022-23 Budget

7. **CONSENT AGENDA** 7:00 PM

*Items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motions unless members of the Board, staff, or the public request specific items to be discussed and/or removed from the Consent Agenda. Items pulled for discussion will require a separate vote. Approve board meeting minutes.*

    10.1 Regular Board Meeting Minutes for April 11, 2022
    10.2 Special Board Meeting Minutes for April 25, 2022

8. **CONFERENCE TO ACTION ITEM-** CFO Job Description and Salary Schedule 7:05 PM
*Discuss and adopt a job description in alignment to the approved salary schedule for the CFO position.*

9. **CONFERENCE TO ACTION ITEM-** Annual Information Return IRS Form 990 & FTB Form 199 7:10 PM*
*Review and approve IRS Form 990 and FTB Form 199 annual information return required to be filed by most organizations exempt from income tax under section 501(a), and certain political organizations and nonexempt charitable trusts by the 15<sup>th</sup> of May.*

10. **ACTION ITEM-** Resolution No. 22-055, Authorizing Use of Remote Teleconferencing 7:20 PM
*If a proclaimed state of emergency still exists and the local agency wishes to continue to hold meetings in compliance with AB361, it must within 30 days of the initial teleconference, reconsider the circumstances of the state of emergency and determine that it either continues to directly impact the ability of members to meet safely in person, or state or local officials continue to impose or recommend measure to promote social distancing, and make the same findings by majority vote every 30 days thereafter.*

11. **ACTION ITEM-** 2022-23 Staff Appointments & Work Calendars 7:25 PM*
*Review staff evaluation data, accept recommendations for re-appointment, and approve work calendars.*

12. **ACTION ITEM-** 2022-23 Employee Handbook 7:35 PM*
*Adopt the 2022-23 Employee Handbook.*

13. **BREAK 10 MINUTES** 7:45 PM

14. **BOARD STRATEGIC PLANNING SESSION-** Annual Organizational Meeting Board Workshop, Strategic Planning and Other Initiatives 7:55 PM
*Board planning session to discuss standing items such as fiscal and board priorities. This month's topic includes committee updates from the Finance and Board Member Recruitment Subcommittees.*

    14.1    New Board Member Recruitment Subcommittee Update
    14.2    Board Report(s)

15. **INFORMATIONAL ITEM-** Monthly Administrative Reports 8:15 PM*

*Monthly administrative reports on operations, curriculum, and instruction on the current state of the school and organization.*

    15.1    Chief Financial Officer's Report
        15.1.1  2021-22 P-2 Report

    15.2    Principal Report Curriculum and Instruction*
        15.2.1  Enrollment
        15.2.2  Attendance
        15.2.3  Scholar Achievement Data
            15.2.3.1      100% Readers by 3rd Grade Data Summary
            15.2.3.2      Reading Fluency Data Report for Grades K-6 by 3rd Trimester
            15.2.3.3      Foundational Literacy and Numeracy Skills Data Report
            15.2.3.4      MARC Training

    15.3    Superintendent Report*
        15.3.1  Special Education Program Design Update Plan

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**CLOSED SESSION** 8:25 PM

C-1. Personnel (hiring, dismissal, release, reassignment, compensation, evaluation, etc.) (Cal. Gov't. Code § 54957.1 (a)(5))

    C-1.1 Hiring
    C-1.2 Resignation
    C-1.3 Superintendents Evaluation

  C-2 Parent Request on Expungement of Pupil Suspension Occurring in 2010-11

*Closed session intended for:*
*1) considering appointment, employment, evaluation of performance, discipline or dismissal of an employee (employee may request hearing of discipline or complaint be done in opens session);*
*2) meeting with law enforcement or security personnel concerning the security of public buildings and services;*
*3) receiving advice from legal counsel concerning existing litigation, initiating litigation, or situations involving significant expose to litigation;*
*4) considering labor negotiations, <u>although final decisions concerning salaries must be made in public</u>;*
*5) considering price and term in connection to purchase, sale, exchange or lease of real property.*

*Definition: Significant exposure to litigation is created when: 1) existing facts and circumstances are not known to plaintiffs, 2) a claim is received threatening litigation, 3) a person at a public meeting threatens litigation, 4) a person outside a public meeting threatens litigation and an agency official having knowledge of the threat makes a record of the statement prior to the meeting. Brown Act 54956.9(b) (3)*

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16. **REPORT OUT OF CLOSED SESSION** 8:45 PM

*Report out on closed session actions and the vote(s) taken on those actions*

17. **NEW BUSINESS** 8:50 PM

*New business proposes an issue that is new to this meeting. It may be something not discussed before or something that was defeated at a past meeting (or even at the last meeting)*

18. **BOARD MEMBERS IDENTIFY ITEMS FOR NEXT BOARD MEETING** 8:55 PM

*Members bring forward additional items they wish to see included in the June meeting agenda.*

19. **ADJOURN** 9:00 PM

*The Board is requested to approve the adjournment of the May 9, 2022, regular meeting.*

## CALENDAR OF REGULAR BOARD

## MEETINGS

## APPROVED AND ADOPTED ON

## April 12, 2021

Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted below for November and June. All meetings start at 6:00 PM and are conducted in the Lisbon Staff Lounge located at 7555 South Land Park Drive in Sacramento, CA 95831.

Each regular meeting will have the following two agenda items:
1) Principal's Report on Instruction & Learning which includes: ELAC update, Academy Council update, enrollment & attendance update, and suspension & referral update.
2) Chief Financial Officer's summary of Finance & Operation which includes: profit & loss statement for through the end of the prior month and cash flow update.

| AUGUST 09, 2021 | SEPTEMBER 13, 2021 | OCTOBER 11, 2021 | NOVEMBER 08, 2021 |
|---|---|---|---|
| <ul><li>Annual Board Organizational Meeting</li><li>Review work of board nominating committee</li><li>Preparing for annual board self-evaluation</li><li>Appoint nominating committee for vacant board position(s)</li><li>Update Board priorities</li><li>Review actual enrollment and attendance and compare to projected</li></ul> | <ul><li>Annual Board self-evaluation</li><li>Set goals for next 12 months</li><li>Review annual program audit before submission to SCUSD by the principal</li><li>Approve prior year unaudited actuals – due to SCOE 9/15</li><li>Discuss Academy Council and Board relationship; See governance section of charter</li><li>Update Board priorities</li></ul> | <ul><li>Update Board priorities</li><li>Staff evaluation process</li></ul> | <ul><li>Update Board priorities</li><li>Receive & review prior year fiscal audit conducted by Gilbert Associates –due to district, county, CDE, and state controller by 12/15</li></ul> |
| **December 13, 2021** | **JANUARY 11, 2021** | **FEBRUARY 15, 2022** | **MARCH 14, 2022** |
| <ul><li>Approve 1st Interim Financial Report for July 1-Oct. 31' due to SCUSD and SCOE by Dec. 15</li><li>Introduce mid-year budget revisions to 2021-22 budget for approval at January meeting</li><li>Approve Budget Development Calendar for creating next year's budget</li><li>Update Board priorities</li></ul> | <ul><li>Reviewing the Hmong Language Development Program</li><li>Review P-1 Attendance report submitted to CDE to compare project & actual attendance. P-1 ended on Dec. 31</li><li>Approve mid-year budget revisions to 2021-22 budget</li><li>Approve Intent to Exit SELPA Notice</li><li>Review random drawing (lottery procedure) when applicants outnumber available seats</li><li>Plan for board member and academy council training</li><li>Update Board priorities</li></ul> | <ul><li>Review preliminary budget for next fiscal year based on governor's proposal</li><li>Approve ConApp Part 2. Due to CDE on Feb 24</li><li>Discuss staff release procedures</li><li>Update Board priorities</li></ul> | <ul><li>Approve 2nd Interim Financial Report for July 1 - Jan. 31st and due to SCUSD and SCOE by Mar. 15</li><li>Review parent involvement policy</li><li>Approve instructional calendar for the next school year</li><li>Update Board priorities</li><li>Review 2022-2023 UCSC Board Meeting Calendar</li><li>Approve 2021-22 audit firm contract</li><li>Review enrollment and staffing projections in preparation for next year's staffing.</li></ul> |
| **APRIL 11, 2022** | **MAY 9, 2022** | **JUNE 13, 2022** | **JUNE 27, 2022** |
| <ul><li>Board reviews and gives feedback to Academy Council on their budget recommendations for next year</li><li>Approve 2nd budget revision to 2022-23 budget</li><li>Salary Schedule Review</li><li>Update Board priorities</li><li>Approval of 2022-23 UCSC Board Meeting Calendar</li><li>Review and Conference on proposed 2021-22 budget draft 4 and LCAP from Academy Council.</li></ul> | <ul><li>• If released, review governor's May revisions to next year's proposed budget. Might not be released until the 15th</li><li>Review P-2 Attendance report submitted to CDE to compare project and actual attendance. P-1 ended on April 15th</li><li>Review all staff evaluation.</li><li>Update Board priorities</li><li>Review and approve admin, teacher, and other staff compensation and appointment</li></ul> | <ul><li>Public hearing on the updated-LCAP and 2021-22 budget.</li><li>Update Board priorities</li></ul> | <ul><li>Approve next year's budget and submit to SCUSD and SCOE by July 1st</li><li>Annual review and affirmation of Title I</li><li>Parent Involvement Policy</li><li>ConApp Part 1 due June 30 for Title I, II, & lll funding</li><li>Approve new hires</li><li>Approve updated-LCAP and 2021-2022 Budget</li><li>Update Board priorities</li></ul> |

**NOTE:** If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]

Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.
- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge or school library
- Regular board meetings for 2021 – 2022 have been scheduled for Aug. 09, Sept. 13, Oct. 11, Nov. 08, Dec. 13, Jan.10, Feb. 15, Mar. 14, Apr 11, May 09, June 13, June 27 (4th Monday,)

# 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 |
|---|---|---|
| Yav Pem Suab Academy | Vince Xiong, Principal | vince-xiong@urbancsc.org 916-433-5057 |

# Plan Summary [2021-22]

## General Information

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

Yav Pem Suab Academy (YPSA) is an independent charter school with 421 students enrolled in kindergarten through sixth grade.  Out of the 421 students, 69% are Asian, 4.3% Black or African American, 23% Hispanic or Latino, 2.4% White, 4.3% with two or more race, and 4% that are unspecified.

Since the COVID-19 pandemic, there has been a decrease in student enrollment from 466 in 2020 to 421, making the class-size average 20:1.  The student enrollment for the 2021-22 school year is as shown below:

| Kinder | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|---|---|---|---|---|---|---|
| 66 | 52 | 68 | 67 | 62 | 52 | 54 |

Students come to school Monday to Thursday, 8:00 AM – 5:00 PM, with five instructional Fridays build in to the 2021-22 school year to meet the state's requirement of annual instructional days.  Within this schedule, core content subjects are taught between 8:00 – 3:00, with one hour of Hmong Language Development (HLD) or Movement (Dance, Tae Kwon Do (TKD), Physical Education (PE)).

Within the 8:00 AM – 3:00 PM period, general education teachers receive one hour to prep or collaborate with their grade level teams.  Also, during this timeframe, 16 instructional aides provide 1-1 support to students who have not yet mastered their foundational literacy and/or numeracy skills.

Then, from 3:00 – 5:00 PM, students participate in extended learning of the Common Core State Standards through the adaptive web-based program, MobyMax.  Students practice lessons assigned in MobyMax that are specifically aligned to the standards being taught in their general education classrooms.

While students participate in learning activities, from 3:00 PM – 5:00 PM, general education teachers continue their work with professional development, lesson planning, and collaboration with their grade level teams and administrators using the data collaborative inquiry and the 4 Rs process.

YPSA uses the Highly Effective Teaching (HET) model, where teachers teach the Common Core State Standards through conceptual curriculum planning and integration of content subject matter. Each component of the grade levels' conceptual curriculum includes the Common Core State Standards and content standards, pre-requisite skills, key points, inquiries (Learning activities), assessments, being-there experiences, social political action projects, and unit celebrations designed to support student learning and mastery of the state standards.

Within the 8:00 AM – 5:00 PM day, students are taught the information and skills needed to successful at YPSA and beyond.

# Reflections: Successes

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

Due to the COVID-19 pandemic, the state has suspended the reporting of state indicators on the California School Dashboard.

For local data, the Northwest Evaluation Association (NWEA) assessment was used. The test was administered in the fall and winter. According to the winter NWEA, more that 60% of students in kindergarten through 2nd grade performed above the average in both math and reading and are considered meeting grade level standards. This is an increase of 10% from the 2020 – 21 school year.

Aside from the NWEA, this school year, YPSA created a master spreadsheet for formative and benchmark assessments that captures teacher-created assessments that are specific to the standards being taught. Overall, as a school, 68% of scholars in grades K-6 met or exceeded the standards in ELA and 73% met or exceeded the standards in math.

Moreover, low-income students and English learners who have been identified as performing at the Standards Not Met and Standards Nearly Met levels are provided 1-1 instructional support on foundational literacy and numeracy skills. This support is being provided by instructional aides. Daily 1-1 interventions are recorded on a progress monitoring tool. Based on the review of the progress monitoring tool, all student groups show an increase in their literacy and numeracy skills.

As of April 2022, the foundational literacy and numeracy skills data is as follow:

| Upper Case | Lower Case | Letter Sounds | Number ID (1-100) | Addition (0-20) | Subtraction (0-20) | Sight words | Multiplication | Subtraction |
|---|---|---|---|---|---|---|---|---|
| 99% | 99% | 99% | 99% | 73% | 62% | 54% | 60% | 52% |

Although all students in grades K-6 scored 99% on upper-case, lower-case, letter sounds, and number identification, there is a smaller percentage of students demonstrating mastery of addition, subtraction, multiplication, and division facts as shown in the table above. Additionally, with regard to the sight words, kindergarten students test up to the first 100 words, first grade students are tested on the first 500 sight words, and 2nd – 6th grade students are tested on the 1000 sight words.

YPSA will continue to use local data to guide instruction to support student learning.

# Reflections: Identified Need

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

Because of the COVID-19 pandemic, the state suspended the reporting of state indicators on the California School Dashboard.

After a review of the 2020-21 LCAP, along with the data, it is evident that there is a need to create accountability systems to implement and manage tasks, projects, and activities that will result in student achievement. Systems that include process, procedure, effectiveness, accountability, and follow-up support will need to be created for the following:

1. All professional developments and/or trainings:

| | | |
|---|---|---|
| • HET Instructional Strategies | • MARC | • Social Studies |
| • HET Conceptual Curriculum: Yearlong Theme, Components, Topics, Standards and Skills, Assessments | • Scope and Sequence Conceptual Curriculum Map (Yearlong Theme, Components, Topics, Concepts, Key Points, Inquiries, Being-there Experiences, Standards, Skills, Assessments, Social/Political Action Projects, End of Unit Celebrations) | • Science |
| • Charter Petition Goals | • Leadership and Governance | • Integration of content subject |
| • Assessment and Data Collection Tools | • On-line applications and platforms (Google G Suite, Seesaw, Zoom, PowerSchool SIS) | • School Programs (HLD, Movement, ATT, MobyMax, Yard, Plant Operations, Front Office Support, Health and Safety, RSP, Speech, Special Education Services, and Instructional Aide Program) |
| • 8-Step Lesson Plan Delivery | • YPSA Goal Attainment Data Chart | • Disciplined Life |
| • Data Collaborative Inquiry (Criteria and follow-up) | • Master Spreadsheet for Formative and Benchmark Assessment Data | • Roles of Academy Council, ELAC |
| • 4Rs | • ELD | • Positive Classroom Management |
| • ILP | • ELA | • SST/504s |
| • Teacher-Scholar-Parent ILP Meeting Process | • Math | • IEP |
| • Substitute Plan | • School Operational Processes (Absences, Supply requisitions, trouble-shoot tickets, office referrals, | • Foundational Skills |

2. Distribution and collection of all electronic devices
3. All on-line applications, tools, materials, and resources
4. HET classroom and school environment
5. EL Reclassification
6. Grade level collaboration
7. Master Spreadsheet for formative and benchmark assessment
8. Student data entry
9. Staff recruitment
10. Monthly and trimester reports to Academy Council, Board, and Superintendent
11. Awards assembly

Having these systems in place for the 2022-23 school year will support closing of any performance gaps that have been identified.

# LCAP Highlights

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

The 2021-2024 LCAP is focused on student achievement and aligned to the goals and outcomes of the 2020-2025 YPSA charter petition. The LCAP includes six goals that are specific to what the school will do to achieve those goals and desired outcomes.

To support the accomplishment of these goals, accountability systems will be created to hold the staff accountable for implementation, progress monitoring, follow-up support, and evaluation of each program. Teachers will be trained on conceptual curriculum development to fully implement the HET model and plan their instruction using the HET thematic planning guide that includes their concept, being-there experience, key points, standards, assessments, social action projects, and end of unit celebrations.

Teachers and support staff members will be trained/retrained to use the data collaborative inquiry and the 4Rs process, as identified in the charter petition, to review student data, reflect on practices, identify learning gaps, and develop instructional plans to close the learning gaps.

The LCAP continues to include administrators, teachers, staff members, and consultants working together through professional development, training, and coaching to make sure there is full understanding of the actions and services to meet the established goals.

In addition, the UCSC Board and Academy Council members will continue to participate in governance and policy trainings that are provided by the California Charter Schools Association and other Agencies to better understand how to better support the school.

Because of the COVID-19 pandemic and to further mitigate any learning loss, a total of 21 instructional aides will be hired to provide foundational skills to support students who are not performing at grade level and to support the goal of having every student reading by third grade.

In addition, YPSA will continue to continue to provide special education services to students with IEPs; as such, three special education professionals and two special education instructional aides will be hired to provide support services to students with IEPs and students who may be borderline for special education services.

With more focused analysis, planning, and delivery of instruction, YPSA believes more students will move towards meeting or exceeding grade level standards.

# 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.

Yav Pem Suab Academy Charter School is not identified as a CSI school.

### Support for Identified Schools

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

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 and how this engagement was considered before finalizing the LCAP.

Parent, student, and staff engagement and input are essential to the development of the LCAP.  As such, the following educational partner input sessions were scheduled to share instructional practices by the school and data to support the goals and gather feedback from the different constituents.  Letters were sent home to families, automated phone messages were sent to remind parents and staff, and fliers were posted on the school's Facebook page to invite parents to attend the LCAP educational partner Input sessions. The purpose of this input session is to share the current teaching and learning status at YPSA, the services and student achievement data, the LCAP development process, and to invite stakeholder input for the development of the 2022-23 LCAP.  Because of COVID-19 safety restrictions, the input sessions were conducted via Zoom:

| Date | Time | What Took Place |
|---|---|---|
| 2/23/2022 | 5:30 PM - 7:00 PM | The first educational partner input session was held to go over the requirements of the educational partner input session, the LCAP goals, actions, and data.  Feedback was solicited from the participants. |
| 3/1/2022 | 5:30 PM - 7:30 PM | An updated was made to the Academy Council on the results of the 1st educational partner meeting. |
| 3/7/2022 | 5:30 PM - 7:30 PM | A meeting was held with the Superintendent to provide him with an update on the results of the first educational partner input session and the feedback from Academy Council.   Feedback to add the analysis of each action, what went well, what did not go well, and proposed recommendations were given. |
| 3/23/2020 | 5:30 PM - 7:00 PM | The second educational partner input session was held to share the LCAP goals, actions, data, evaluation of each action based on the data gathered.  A review of what went well and what did not go well with recommendations were shared.  Additional feedback was solicited at this meeting. |
| 4/5/2022 | 5:30 PM - 7:30 PM | An updated was provided to the Academy Council regarding the second educational partner input session; Academy Council assigned a LCAP Subcommittee to review the feedback and support the development of the 2022-23 LCAP. |
| 4/12/2022 | 5:30 PM - 7:30 PM | The LCAP Subcommittee met to review the LCAP template with feedback and shared additional suggestions. |
| 4/18/2022 | 8:00 AM - 5:00 PM | A meeting was held with the Superintendent to develop a plan to complete the writing of the LCAP. |
| 5/3/2022 | 5:30 – 7:30 | A presentation of the 2022-23 LCAP will be made to the Academy Council to solicit for additional feedback. |
| 5/9/2022 | 6:00 – 9:00 | A presentation of the 2022-23 LCAP will be made to the UCSC Board for public hearing. |

| 6/7/2022 | 5:30 – 7:30 | A presentation of the 2022-23 LCAP will be made to the Academy Council for approval and recommendation to the UCSC Board for adoption. |
| 6/13/2022 | 6:00 – 9:00 | A presentation of the 2022-23 LCAP will be made to the UCSC Board for adoption. |

The input gathered from the educational partner input sessions and the public hearings will be incorporated into the 2022-23 LCAP.

A summary of the feedback provided by specific educational partners.

After the February 23, 2022, the March 23, 2022 educational partner input sessions, and the LCAP Subcommittee meeting on April 12, 2022, the following feedback was received for the following goals and actions:

Goal 1, Action 1:

- Once the staff intent to return surveys have been collected with a letter of resignation, post the position(s), interview, and hired by the end of May so that job shadowing can take place in June.
- Include all tools and resources as part of the new employee onboarding process.  Items to include:
    - Charter Petition
    - Charter non-negotiables
    - UCSC Board Strategic Plan
    - Roadmap to Realization of Vision and Mission
    - Grade Level Curriculum Map
    - 8-step lesson template
    - NWEA info/testing schedule
    - CAASPP info/testing schedule
    - ELPAC info/testing schedule
    - EL Reclassification
    - UCSC Organization/Hierarchy Chart (to include Directory, brief overview of each department/program and Chain of Command),
    - Health and Safety Drills
    - Mandated Reporter Training
    - Required Health and Safety Trainings, Evaluation Process
    - Early Dismissal Process
    - Sending Scholars to Office/Nurse process
    - Supply Room Checkout Process
    - Supply Requisition Process
    - Absence Request Forms
    - Study Trip Forms

- o Activity/Event Form
- o 16 Classroom Environment Checklist
- o SART/SARB information
- o ILP/SST/IEP Overview
- o CUM Folder Overview and process for accessing student cumulative records
- o Daily Bell Schedule/Rainy Day Schedule
- o School Instructional Calendar
- o PD Schedule for the year
- o Yard duty assignments
- o Onsite Mentor Assignment
- o Submitting technical trouble-shoot ticket (Optimal Tek)
- o Academy Council Overview
- o Tiger Society Overview
- o Substitute/Split Pay Policy and Process
- o Overtime/Additional time request process
- o Campus Hours and Custodial Clean Up Schedule
- o Summer Clean Up Schedule
- o Scholar Handbook
- o Discipline Life Handbook
- o Minor and Major Discipline Forms
- o Staff Handbook
- o Access to email, Zoom, Google G Suite, Dropbox, PowerSchool, Foundational Skills Data,
- o Master Spreadsheet for formative and benchmark assessments
- o Messenger Account, Epic Reading, Reading Wonders, Studies Weekly, Quizlet, Khan Academy
- To support staff with access to the supply closet, provide a fall training and implementation of the supply checkout system with the use of QR codes being placed inside the rows for easy access.

Goal 1, Actions 2 - 8:
- All trainings, professional development, and coaching needs to be planned and secured ahead before June 30th of every year for the upcoming school year.

Goal 1, Actions 9 - 19

- Continue the employment of the staff needed to support the operation of the school.
- Consider employing or contracting a counselor to support students with social-emotional needs.

Goal 2, Actions 1 – 5:

- Revise and update the conceptual curriculum maps for each grade level.

- Consider ordering 10 additional laptops or iPads to have on hand for when there are devices that need to be repaired.
- Consider an on-site technology support technician to trouble-shoot devices.
- Create accountability systems for device distribution and collections

Goal 3, Action 1:

- Train teachers on classroom environment set up before the end of the school year in preparation for the next school year.

Goal 3, Actions 2 – 6:

- Recruit parents to support with yard duty supervision.

Goal 4, Actions 1- 5:

- All trainings, professional development, and coaching needs to be planned and secured ahead before June 30th of every year for the upcoming school year.
- Use of School Information System, PowerSchool, to support with data collection and parent communication.  Consider a parent portal where parents can log on to check for updates and grades.

Goal 5, Actions 1 – 7:

- Schedule teacher collaboration ahead of time and be consistent with meeting unless it's an emergency.
- For HLD classrooms, consider hiring Hmong instructional aides to support the teaching and learning under the direction and supervision of the HLD teacher.

Goal 6, Actions 1 – 5:

- Provide trainings on PowerSchool tools for teachers, administrators, and parents.
- Follow the SART and SARB process to increase attendance.


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

As a result of the educational partner input sessions, accountability systems will be created and put in place to management the implementation of each program or task.  This includes systems to manage:

- All professional developments and trainings
- Distribution and collection of all electronic devices
- All on-line applications, tools, materials, and resources
- HET classroom and school environment
- EL Reclassification
- Grade level collaboration

- Master Spreadsheet for formative and benchmark assessment
- Student data entry
- Staff recruitment
- Monthly and trimester reports to Academy Council, Board, and Superintendent
- Awards assembly

These systems will be created to include process and procedures for management and implementation.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All general and special education credentialed teachers will understand the YPSA charter petition and be able to implement the strategies to obtain its outcomes, goals, and objectives (State Priorities 1, 2, 4, 8). |

An explanation of why the LEA has developed this goal.

Quality teaching and learning set the foundation for academic discourse and growth. As such, in the YPSA Charter petition, it calls for teachers to have mastery of knowledge and skills in the Highly Effective Teaching (HET) model for effective planning and delivery of lessons. The HET model includes three big areas: Biology of Learning, Instructional Strategies, and Conceptual Curriculum. The infused 8-step lesson plan process is used to support planning, teaching, and learning. In addition, teachers use the data collaborative inquiry and the 4Rs process to review student data and come up with next steps to further support student academic growth. Students need their teachers to be competent in the delivery of the educational program at YPSA.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Teacher Credential Status Worksheet | 100% of teachers maintain appropriate credential. | 100% of the 21 general education teachers are credentialed. | | | 100% of teachers hold a valid CA credential. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Trainings, Resources and Tools for Success Log | 0% trainings, resources, and tools were provided to teachers to support them in their duties | 20 resources and tools were provided to teachers; 4 were instructional strategies or practices. | | | 100% of teachers receive the resources trainings, and follow-up support to effectively do their job. |
| HET Teacher Mastery Survey | 26% or 5/21 of teachers rated themselves at Level 4 = Implemented and Able to Teach Someone Else. | A revised HET survey has been created to better determine the level of need and support. 0% baseline data has been collected. | | | 100% of teachers will achieve Level 4. |
| HET Coaching Support Log | 0% of teachers and administrators have received HET coaching. | A lack of a follow-up system caused a delay in securing a contract with HET consultants. | | | 100% of teachers and administrators receive HET coaching and support |
| HET Conceptual Curriculum Implementation Survey | 14% or 3/21 of teachers are able to demonstrate knowledge and competency in the development of the HET Conceptual Curriculum. | 0% data has been collected to show teachers ability to implement the HET conceptual curriculum. | | | 100% of teachers will be able to plan and develop their curriculum using the conceptual curriculum planning guide. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| HET Conceptual Curriculum Development Training Log | 0% of teachers have received HET conceptual curriculum training | Staff has limited expertise on HET conceptual curriculum development; there is need for flexibility to fund HET experts to support with conceptual curriculum. | | | 100% of teachers will be able to create conceptual curriculum. |
| HET Model Teaching Week Log | 71% of teachers received the HET Model Teaching Week in 2019 | HET Model Teaching week did not occur; it was not planned for during this school year. | | | 100% of teachers receive the HET Model Teaching Week and be able to implement the strategies and practices in their classrooms. |
| MARC Implementation Log | 0% of teachers are proficient at using MARC to support lesson planning and delivery. | 28.5% of teachers are proficient at using MARC to support lesson planning and delivery. | | | 100% of teachers are proficient at using MARC to support their lesson planning and delivery. |
| ILP Accountability Log | 0% of teachers are using ILPs to support scholar development. | 3 ILP trainings have been provided to teachers.<br><br>No data system has been created to progress monitor any ILP. | | | 100% of scholars who need an ILP have a data system to progress monitor their growth and development. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 8 Step Lesson Plan Template Rubric | 70% of teachers have demonstrated knowledge and ability to teach following the 8-step lesson plan process. | 3 trainings were conducted in August 2021.<br><br>No set of criteria to determine mastery of the 8-step.<br><br>No data system to progress monitor and provide support. | | | 100% of teachers will master the 8-step lesson plan process. |
| Data Collaborative Inquiry Rubric | 0% of teachers are able to assess, plan, act and reflect using the data collaborative inquiry process. | 0% of teachers have mastered the data collaborative inquiry process based on a lack of an accountability system. | | | 100% of teachers will be able to master the data collaborative inquiry process. |
| 4Rs Rubric | 0% of teachers are able to assess, plan, act and reflect using the 4Rs process. | 0% of teachers have mastered the data collaborative inquiry process based on a lack of an accountability system. | | | 100% of teachers will be able to master the 4Rs process. |
| Support Staff to Teaching and Learning | 100% of support staff is hired to support the operation of the school. | 78% of support staff were hired to support the operation of the school. | | | 100% of all support staff are hired to support the operation of the school |
| New Teacher Induction Support Log | 100% support will be provided to new teachers | 100% support was provided to 5 new teachers. | | | 100% of all new teachers will be provided support through the new teacher induction program. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Head Teacher Support Log | 0% head teacher was secured to provide support to the school | 2 co-head teachers were secured to provide support to the school | | | Head teacher(s) is secured before the beginning of each year to provide support to the school. |
| Administrator and Governance Leadership Training Log | 0% of trainings were provided to support the administrators and governance leadership team to support the operation of the school | 4 administrators attended the Improvement Science Basics training from August – Decembers.<br><br>2 Administrators participated in the 21CLSA Leadership Academy and continued receiving 1-1 coaching from the 21CSLA Leadership Academy.<br><br>CFO and Superintendent attended the SSC conference to continue the learning about school finance.<br><br>2 Administrators and 1 Academy Council teacher attended the CCSA Conference in March.<br><br>2 Fall Governance trainings were provided to Academy Council and UCSC Board members. | | | 100% of all administrators and governance team will participate in governance and leadership training to support the school. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Teacher Assignment | Under the direction of the site principal, teachers plan, implement, monitor, and assess their classroom instructional program for consistency with the charter petition goals, local site goals and specific objectives based on assessment of student needs to achieve the goals and outcomes listed in the charter petition.<br><br>To do this, YPSA will maintain the employment of 21 California credentialed teachers and appropriately assign them to their credential designations.<br><br>YPSA will provide the trainings, tools and resources needed by teachers to design and implement engaging instruction that will lead to English language fluency and academic success.<br><br>After a review of the 2021-22 LCAP, there is a need to create an accountability system to manage the trainings, processes, procedures, effectiveness, and follow-up support provided to individual teachers to master the skills and requirements of their job.<br><br>Furthermore, YPSA will provide training and on-going support to teachers on the following:<br><br>1. HET Instructional Strategies<br>2. HET Conceptual Curriculum: Yearlong Theme, Component, Topics, Standards, and Skills<br>3. Charter Petition Goals<br>4. Assessment and Data Collection Tool<br>5. 8-Step Lesson Plan Delivery Process<br>6. Data Collaborative Inquiry Process<br>7. ILP Process<br>8. Teacher-Scholar-Parent ILP Meeting Process | $2,208,775<br><br>Object Code(s):<br>1000-1,573,660<br>3000- 538,093<br>4000- 95,000<br>5000-2,022 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2 | HET Teacher Coaching & Support Cycle | Using the Data Collaborative Inquiry Process, administrators will gather data on teacher's ability to implement the HET Conceptual Curriculum. Trends for data analysis are used to plan the coaching and support provided to teachers, individually or in groups, on a weekly basis by administrators and/or HET expert/consultant.<br><br>To support this, a certified HET consultant will be secured and begin coaching to administrators and teachers.<br><br>A process map will be created to manage the completion of this action/project; Microsoft Projects will be used to support the management and completion of the project. The process map is to include:<br><br>1. A scheduled time to manage the project.<br>2. A process for directing all requests to the administrative clerk.<br>3. A process to have the administrative clerk check in to ensure task completion.<br>4. If task is not completed within the scheduled extended time, have the clerk sit in to make sure the task is completed.<br><br>A HET conceptual curriculum will need to be created for each grade level that includes:<br><br>1. A set of HET conceptual curriculum criteria (Yearlong Theme, Components, Topics, Concepts, Being-There experiences, Key Points, Inquiries, Standards, Skills, Assessments, End-of-Unit Celebrations, Social/Political Action Projects)<br>2. Use the criteria to develop the HET conceptual curriculum.<br>3. Adopt the HET conceptual curriculum for each grade level. | $15,000<br><br>Object Code(s): 5000-15,022 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3 | Conceptual Curriculum Training | A training module will be provided to staff, schoolwide, grade level, and individually, that uses the HET Thematic Planning Guide to integrate ELA, Math, Social Science and Science subject matters based on big idea (concept), inclusive of being-there experiences, immersion walls, key points, standards, skills, social action projects, and assessments so that teachers can build their curriculum maps for the year. Schoolwide training is provided at the beginning of the year, followed by grade level training at Trimester two and three, with individualized support throughout the year.<br><br>To support the development of a training module, a HET consultant will be secured before July 2022 to train and support the staff in the development of the HET conceptual curriculum for each grade level.<br><br>The HET Model Teaching Week will need to be moved to 2023-24 to accommodate the HET conceptual curriculum development.  This will allow for a logical transition to support the teachers' knowledge and growth HET conceptual curriculum development. | $14,500<br><br>Object Code(s): 5000-14,500 | Y |
| 4 | MARC | Meaningful Content, Absence of Threat, Reflection Opportunity, and Context (MARC) and is a set of criteria teachers use for planning and delivery of each 8-Step lesson plan as part of the schoolwide expectation.<br><br>Schoolwide training on the use of the application of MARC begins August 2021 and subsequently followed by ongoing support provided to teachers by school administrators monthly throughout the school year.<br><br>For the 2022-23 school year, retrain teachers on the use and application of MARC and provide 1-1 follow up by the principal to provide individual coaching, at least 10 times per teacher for the school year.<br><br>To support the growth of MARC, an accountability system will be built to manage the support provided to each teacher. | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Individual Learning Plan (ILP) | Individual Learning Plan (ILP) is a tool used at the school to set goals to help increase the student's learning and behavior towards meeting grade level standards.  Student needs, strategies, and intervention support are identified to be implemented by the teacher, parent, and student within a timeframe of 6-8 weeks.<br><br>Schoolwide trainings on the use of the application of ILP begins August 2021 and subsequently followed by ongoing support provided to teachers by school administrators monthly throughout the school year.<br><br>Due to the significant impact of the ILP on student learning, training on the application of the ILP will be provided to teachers on or before August and on-going support will be provided to teachers by school administrators throughout the school year.<br><br>Continue with the training of ILP; build an accountability system that includes:<br><br>1. Criteria for starting an ILP.<br>2. A data bank to track, progress monitor, and account for all ILP services.<br>3. On-going 1-1 support to individual teachers.<br><br>To support scholars, ILPs will be created for all ELs and low-income students who have been identified for increased and improved services. ILPs will also be created for students who are not meeting grade level standards. | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 6 | 8-Step Lesson Planning | The 8-step lesson is a schoolwide instructional delivery approach developed by Madeline Hunter.  It infuses body-brain elements and sensory inputs by Susan Kovalik and Karen Olsen, multiple intelligence by Howard Gardner, and MARC designed by the YPSA staff to facilitate student understanding of the standards and skills taught in the classroom.<br><br>Similarly, to the training for MARC and ILP, the 8-step lesson plan delivery process is a crucial component of the Data Collaborative Inquiry process that is used by teachers to delivery of content standards. As such, training is provided to new teachers on or before August and ongoing support is provided to both new and veteran teachers throughout each school year.<br><br>For the upcoming school year, maintain the training of the 8-Step Lesson Delivery Process and support teachers to master the 8-Step by:<br><br>1. Creating success criteria for each step of the 8 Step.<br>2. Creating a tracking system to monitor teacher implementation of the 8-Step toward mastery.<br><br>An update of teacher progress will be provided to the Academy Council, Board, Superintendent, and Staff on a monthly basis. | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 7 | Data Collaborative Inquiry | Data Collaborative Inquiry process is a continuous improvement cycle inclusive of four-steps beginning with assessing students for baseline data, planning next steps in teaching, implementing the plan, and reflecting on the effectiveness of the plan. Teachers use this process during grade level collaboration to improve teaching and learning in the classroom.<br><br>This training is offered to teachers on or before August of each school year and support is provided to teachers and staff throughout the school year on an individual or group basis.<br><br>Maintain the training on the data collaborative inquiry process.<br><br>Afterward the training, monthly support sessions are scheduled and provided throughout the year to support teachers.<br><br>An accountability tracking system will be created with criteria to capture the support provided to each teacher and the next steps to work on.<br><br>A report will be provided to the Academy Council, Board, Superintendent, and staff monthly. | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 8 | The 4 Rs | The 4 Rs is another 4-step process used during grade level collaboration or individual teacher support sessions, inclusive of *Recalling* policies, practices, and strategies, *Researching* the data results for student achievement, *Reflecting* on the alignment or misalignment between data from the Recalling and Research steps, and *Responding* with appropriately aligned best practices to address any discrepancies in the way of students achieving grade level expectations.<br><br>This training is also offered to teachers on or before August of each school year and support is provided to teachers and staff throughout the school year on an individual or group basis.<br><br><span style="color:green">Maintain the training on the 4Rs process.</span><br><br><span style="color:green">Afterward the training, monthly support sessions are scheduled and provided throughout the year to support teachers.</span><br><br><span style="color:green">An accountability tracking system will be created with criteria to capture the support provided to each teacher and the next steps to work on.</span><br><br><span style="color:green">A report will be provided to the Academy Council, Board, Superintendent, and staff monthly.</span> | Associated cost captured in Goal 1, Action 1 | Y |
| 9 | Principal | The principal is the educational leader of the school and will ensure the curricula are implemented to maximize student learning experiences. The principal reports directly to the superintendent and is responsible for the supervision of all employees within the school and the orderly operation of the school.<br><br>As such a principal is employed on or before July of every school year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year. | $158,155<br><br>Object Code(s):<br>1000-124,267<br>3000- 33,291<br>5000-596 | Y |
| 10 | Assistant Principal | The assistant principal works with the principal to support staff in providing leadership at the school site and supports the instructional programs.<br><br>An assistant principal is employed to provide support to the principal on or before July every school year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year. | $126,477<br><br>Object Code(s):<br>1000-104,640<br>3000- 21,241<br>5000-596 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 11 | Special Education Director | The Special Education Director reports directly to the Superintendent and plans, coordinates, and administers the special education instructional and student services programs maintained by and operated at YPSA, and provides technical assistance, plan development and overall program coordination for pupil personnel services in the areas of school psychology, RSP, Speech and other special education needs as assigned.  In addition, the special education director is responsible for completing associated reports mandated by the state and federal agencies.<br><br>A special education director is employed and provided the training, tools and resources needed to design, develop, and implement, and monitor the special education program and services at YPSA by July 2021 and every July thereafter. | $0 | Y |
| 12 | Resource Specialist Program (RSP) Teacher | The Resource Specialist Program Teacher, under the direction of the Special Education Director or designee provides direct instruction and coordinates the instructional program services for students with disabilities enrolled at YPSA.<br><br>A RSP teacher is employed and provided the training, tools and resources and training needed to manage and provide special education services requirement per the IEP goals of each student by July 2021 and every July thereafter.<br><br>Two special education instructional aides will be employed and provided with the trainings and tools to support the delivery of special education services to students with IEPs. | $183,608<br><br>Object Code(s):<br>1000-73,692<br>2000-52,828<br>3000- 34,992<br>4000-12,000<br>5000-10,096 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 13 | Speech Pathologist | The Speech Pathologist, under the direction of the Special Education Director or designee identifies and remediates communication disorders of students with IEP's enrolled at YPSA.<br><br>A Speech Pathologist is employed and provided the trainings, tools and resources needed to manage and provide special education services as specified in the IEP's of each student by July 2021 and every July thereafter.<br><br>A part-time counselor and school psychologist need to be contracted to provide services to students. | $139,005<br><br>Object Code(s):<br>1000-83,736<br>3000- 33,173<br>4000-12,000<br>5000-10,096 | Y |
| 14 | Admin Senior Clerk | The admin senior clerk under, the direction of the assigned supervisor, perform a wide variety of technical and complex clerical functions including typing, data entry and other general office duties to support the teaching and learning of the school.<br><br>One admin senior clerk will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school. | $39,345<br><br>Object Code(s):<br>2000-35,117<br>3000- 2,686<br>4000-500<br>5000-1,041 | Y |
| 15 | Superintendent | The Superintendent is responsible for the development of the vision, mission, and direction of the school, management of the leadership team as well as the development of the capacity of each leadership team members (principal, assistant principal, special education director, and chief financial officer), growth and sustainment of the school and the organization, work with the UCSC Board and responsible for the accountability of the success of YPSA and the entirety of the organization, and involvement in the community engagement pertinent to the realization of the vision and mission.<br><br>A Superintendent will be employed by the UCSC Board on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year. | $202,637<br><br>Object Code(s):<br>1000-166,058<br>3000- 33,862<br>5000-2,717 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 16 | Chief Financial Officer | The Chief Financial Officer (CFO), under the direction of the Superintendent, manages and oversee human resources, policies, finance, payroll, and legal matters. identifies and projects anticipated revenue, develops a budget to support the educational program, accounts for every cent spent, and ensures it is spent legally to support the operations of the school.<br><br>A CFO will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school. | $176,237<br><br>Object Code(s):<br>2000-137,474<br>3000- 37,349<br>4000-500<br>5000-914 | Y |
| 17 | Administrative Secretary | The administrative secretary, under the direction of the assigned administrator, perform complex and highly specialized secretarial and administrative support duties to support the operations of the school.<br><br>One administrative secretary clerk will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school. | $55,166<br><br>Object Code(s):<br>2000-50,165<br>3000- 3,838<br>4000-500<br>5000-664 | Y |
| 18 | New Teacher Induction Program | A teacher induction program is implemented by the school to assist new teachers to clear their preliminary teaching credential.<br><br>Secure an induction program, site coordinator, and mentor teachers to provide induction support to new teachers by August 2022.<br><br>Maintain the tasks and secure a site coordinator in advance to manage and facilitate the program. | $24,976<br><br>Object Code(s):<br>1000-13,253<br>3000- 2,723<br>5000-9,000 | Y |
| 19 | Head Teacher | A head teacher is a CA credentialed teacher with the aspiration to gain experience in school leadership who fills in for administrators in their absences as needed throughout the school year, who could potentially fill in for site administrators as part of the succession plan.<br><br>All cleared credential teachers are invited to participate in the application, interview, and selection process with the school administrators on or before August of every year. | $1,447<br><br>Object Code(s):<br>1000-1200<br>3000-247 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 20 | Administrator and Governance Leadership Training | Organizational and school leadership training. A series of targeted leadership training for UCSC and YPSA administrators and governance team members to effectively lead the organization and the school in these changing times to promote the continuous improvement in the teaching and learning of students.<br><br>Attend Charter Schools Development Center (CSDC), School Services of California (SCC), California Charter Schools Association (CCSA), ACSA Superintendent Symposium, CA Department of Education (CDE), Sacramento County Office of Education (SCOE) professional learning opportunities as identified and aligned with the leadership growth goals for leaders at UCSC by June 2022. | $21,320<br><br>Object Code(s):<br>5000-21,320 | Y |

# Goal Analysis for [2021-22]

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

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

| | |
|--|--|
| Action 1: | 24 tools and resources were provided to teachers; however, there was a lack of trainings on strategies and practices for teachers to use to design and implement instruction. There was also a lack of a follow-up system to provide guidance and support to teachers on the expectations and use of the tools and resources. |
| Action 2: | A HET consultant was to be secured by September 2021; however, a lack of a follow-up system by the principal caused a delay in the securing of a contract with the HET consultant to provide coaching support. |
| Action 3: | There is no data collected to support the level of teacher knowledge and skills with conceptual curriculum development because there are no standards to create and measure conceptual curriculum development. A HET conceptual curriculum training module was not provided because there is a lack of staff expertise to develop the HET conceptual curriculum. The HET Model Teaching Week was not scheduled for this school year, so it did not take place. |
| Action 4: | All teachers were trained on the use of MARC to support their lesson planning and delivery. However, the training and check-in support have little impact on teacher use and application of MARC. |
| Action 5: | Three ILP trainings were provided to teachers; however, an accountability system is lacking to progress monitor and provide support to teachers. |

| Action 6: | Training of the 8-step lesson plan delivery template and process was conducted three times at the beginning of the year to all teachers. Training was provided without differentiation to meet the different needs of the new or veteran teachers. In addition, follow-up support to guide and lead the teachers in mastering the 8-step lesson plan was not provided. |
|---|---|
| Action 7 and 8: | Although training on the data collaborative inquiry and 4Rs processes were conducted, there is a lack of an accountability system to progress monitor and provide support to individual teachers who are still developing. |
| Action 9 through 17: | Six out of the nine positions were filled to support the operation of the school. Since the creation of the RSP teacher, Speech Pathologist, and Special Education Director, YPSA was able to hire the RSP teacher in late August. The speech pathologist position remained vacant and is being filled by a third-party agency to provide services. The special education director position remains vacant because of lack of interested candidates. |
| Action 18: | The Sacramento County Office of Education New Teacher Induction program was in place to support the accomplishment of this action. |
| Action 19: | Two head teachers were selected to support the school. In the case that one is not able to, the other can fill in. |
| Action 20: | Although prescribed in the LCAP, not all members of governance team and administrators registered for and participated in the trainings. |

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.

[Respond here]

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

| Action 1: | There was a consistency of returning teachers, which contributed to the successful hiring of all 21 teachers. There was also a plethora number of resources offered to teachers. There were, however, no training on HET strategies. There were no training or follow-up to the resources provided to teachers. Because there was a lack of a progress monitoring system to manage the use of the tools, strategies, and their effectiveness, the implementation and effectiveness of these tools is unknown. |
|---|---|
| Action 2: | There was a delay in response from the principal to the consultants with securing a contract. Because of this delay, coaching and support from the HET consultant is also delayed. |

| Action 3: | There is an absence of data to support the effectiveness of teacher ability to implement the HET conceptual curriculum.  A HET conceptual curriculum training module was not done because of the lack of staff with expertise to develop HET conceptual curriculum. |
|---|---|
| Action 4: | Although training has been provided to teachers, there is little evidence to show that MARC is being fully used to support planning and delivery of lessons. |
| Action 5: | Three training was provided to teachers.  However, without an accountability system to track all ILPs, there is no evidence to show that ILPs are being developed, implemented, and progress is being made. |
| Action 6: | Without an accountability system to measure teacher implementation, it is difficult to capture how effective the training and implementation is. |
| Action 7 and 8: | Teachers are not proficient on the data collaborative inquiry process and the 4Rs because of a lack of an accountability system to show data and follow-up support. |
| Action 9 through 17: | Six of the nine positions were filled by either continuing the employment of the staff from the previous year or hiring new candidates.  Two of the nine positions were unfilled.  The recruitment strategies and postings attracted a limited number of interest candidates. |
| Action 18: | Because there was a system in place with trainings, tasks, benchmarks, and projects, all candidates were able to meet the project expectations. |
| Action 19: | There is not a system in place to train, progress monitor, support, and evaluate the effectiveness of the head teachers. |
| Action 20: | Although there were leadership and governance opportunities made available to administrators and governance teams, there was not a system to track the effectiveness of each of the learning opportunities. |

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 1: | As a result of the reflection using the data gathered an accountability system will be created to manage the tools, trainings, processes, procedures, effectiveness, and follow-up support provided to individual teachers. |
|---|---|
| Action 2: | A process map will be created for this action task to manage the completion of the project. |

| Action 3: | Moving forward, a HET conceptual will need to be created and adopted for each grade level.  As a result of staff lacking the expertise to develop HET conceptual curriculum, a HET expert will be secured to train, guide, and lead the staff in the development of HET conceptual curriculum. A Model Teaching Week will be scheduled into the 2022-23 school year so teachers can have ample time to focus on conceptual curriculum development. |
|---|---|
| Action 4: | Because of the little application observed, teachers will be retrained in MARC, and an accountability system will be created to show individual teacher support and follow-up. |
| Action 5: | The trainings on the ILP will continue; an accountability system will be developed to include a set of criteria for starting an ILP, a data bank to track, progress monitor, and make sure all ILPs are being implemented. Create ILPs for all ELs and low-income students who have been identified for increased and improved services.  Create ILPs for all students who are identified as performing below grade level. |
| Action 6: | YPSA will continue the training and use of the 8-step lesson plan delivery process.  An accountability system will be created to show criteria for mastery of each step of the 8-step and individual support provided to teachers. An update on teacher implementation and mastery will be provided to the UCSC Board, the Academy Council, the Superintendent, and the staff. |
| Action 7 and 8: | As a result of not have data, an accountability system for the data collaborative inquiry and the 4Rs will be created to capture training and support sessions throughout the school year.  A report will be made to the UCSC Board, the Academy Council, the Superintendent, and the staff monthly. |
| Action 9 through 17: | Greater recruitment efforts will need to be made through sharing of vacancies via other charter schools, SELPA agencies and local universities. |
| Action 18: | Continue the tasks to support new teachers.  Secure a site coordinator in advance to facilitate and manage the program. |
| Action 19: | Create a system to train, introduce, and provide support to the head teachers. |
| Action 20: | Create an accountability system to track the leadership and governance trainings that individuals participated in and report back to determine its use and effectiveness. |

**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.**

| Goal # | Description |
|---|---|
| 2 | Students will have access to California standards-aligned instructional materials in general education, HLD, and Movement by the first day of attendance (State Priorities 2, 4, 7, 8) |

An explanation of why the LEA has developed this goal.

At YPSA, we believe in our mission to grow underserved students to become high-performing individuals so that they can demonstrate proficiency in the content subject areas by the time they leave sixth grade.  Ensuring that every student has his/her CA standards-aligned instructional materials on the first day of attendance, we continue to honor and promote the expectation of making every instructional minute count.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Scope and Sequence Conceptual Binder Completion Rate (A) | 100% of teachers have a three-year old curriculum map and two-year old binder. | 100% of teachers received a scope and sequence conceptual curriculum map by the 1st day of school. | | | 100% of teachers curriculum maps are ready for use by August 2021. Revised maps are completed by June 2022. |
| Mobile Device Management System | 0% of all devices are managed through a mobile device management system | A mobile device management system has been purchased. | | | 100% of all devices will be monitored through the mobile device management system. |
| iPad Device Assignment (B) | 100% of K-2 students have an assigned iPad. | 100% of K-2 scholars received an assigned iPad. | | | 100% of students are assigned a devices less than 3 years old by July 26, 2021 or by the first day of attendance for new students. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Laptop Device Assignment (C) | 100% of 3-6 students have an assigned laptop. | 100% of 3rd – 6th scholars received an assigned laptop. | | | 100% of students are assigned a devices less than 3 years old by July 26, 2021, or by the first day of attendance for new students. |
| Being-there Experience Log (D) | 0% of being-there experiences were not conducted | 0% of being-there experiences conducted. | | | 100% of being-there experiences conducted June 2022. |
| Subscription & Purchasing Log (E) | 100% of students have access to their grade level online subscriptions. | 100% of on-line subscriptions purchased with teacher and student access. | | | 100% of students have access to grade level on-line subscriptions and materials by September 2021. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Scope and Sequence Conceptual Curriculum Map | A scope and sequence conceptual curriculum map is a tool that consolidate components such as yearlong themes, components, topics, concepts, key points, inquiries, being-there experiences, resources and materials, standards, skills, assessments, social/political action projects, and end-of-unit celebrations.  It also includes Lifelong Guidelines and LIFESKILLED outcomes from the HET model.  These components, when integrated together, create thematic units that make up the scope and sequence conceptual curriculum map used between August-June of every year, in every classroom.<br><br>Every teacher must have a grade level scope and sequence conceptual curriculum map on or before day one of instruction, of every school year.<br><br>Since the scope and sequence conceptual curriculum maps are from 2018, YPSA will need to revise the maps to meet the flow of the HET conceptual curriculum (Yearlong Theme, Component, Topic, Standard, Skills, and Materials and Resources) for every grade level. | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2 | iPad Device Assignment Program (B) | Through the iPad device assignment program, each student in K-2 receives an iPad to be used for accessing the standards within the learning activities teachers designed in their scope and sequence conceptual curriculum maps.<br><br>Learning activities in the content areas include links to teacher created videos or videos found online and assignments on Google applications, Seesaw, and Quizlet.  These are accessible through the Zoom and Google Classroom platforms. In addition, these devices can be used for distance learning whenever applicable.<br><br>Students also use iPads complete their assessments in ELPAC, NWEA, MobyMax, and teacher created tests.<br><br>As such every student in grades K-2 will receive an iPad by the first day of attendance.<br><br>72 iPads purchased in July of 2014 iPads in the kindergarten grade level will be replace with new iPads on or before October 2021.<br><br>Due to the multitude of added technology software needed to operate these devices in order to access standards aligned instructional materials, a mobile device management system will be purchased to streamline and push out software updates, track and monitor, and troubleshoot devices remotely.   This will decrease the interruption of access to learning for students and will be implemented by November 2021.<br><br>A system will be created to include processes and procedures for distribution and collection of devices.  Training and support will need to be provided to teachers for management of devices. | $37,341<br><br>Object Code(s):<br>4000-32,000<br>5000-5,341 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3 | Laptop Device Assignment Program (C) | Through the laptop device assignment program, each student in grades 3-6 receives a laptop to be used for accessing the standards within the learning activities teachers designed in their scope and sequence conceptual curriculum maps.<br><br>Learning activities in the content areas include links to teacher created videos or videos found online and assignments on Google applications, Nearpod, Khan Academy, Prodigy, BrainPOP, Studies Weekly, Teach TCI, projects and presentations.  These are accessible through the Zoom and Google Classroom platforms. In addition, these devices can be used for distance learning whenever applicable.<br><br>Students also use laptop to complete their assessments in ELPAC, CAASPP, CAST, Moby Max, and teacher created tests.<br><br>As such every student in grades 3-6 will receive a laptop by the first day of attendance.<br><br>Due to the multitude of added technology software needed to operate these devices in order to access standards aligned instructional materials, a mobile device management system will be purchased to streamline and push out software updates, track and monitor, and troubleshoot devices remotely.   This will decrease the interruption of access to learning for students and will be implemented by November 2021.<br><br>Create an accountability system to manage and complete this project.<br><br>The device distribution and collection system will need to be enforced; the principal needs to be involved in the distribution and collection process to hold staff accountable for implementation of the system.<br><br>To make sure that older laptops are replaced in a | $77,329<br><br>Object Code(s):<br>4000-71,988<br>5000-5,341 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4 | Being-there Experience Log | The *Being-there Experience Log* is a tool YPSA uses to capture studytrips taken by students in each grade level as a way to support and monitor their access to the "being-there classroom" locations.<br><br>We believe the 20 body-brain senses help to enhance student understanding of the concepts and standards.  This is most effective at the being-there location.<br><br>As such, being-there experiences are expected to be identified and conducted as noted in the scope and sequence conceptual curriculum map for each grade level by August 2021.  For subsequent years, this expectation is to be done by the end of June.<br><br><span style="color:green">Re-allocate the remaining 2021-22 funds to support the development of the HET conceptual curriculum to meet the Williams Review for 2022-23; the HET conceptual curriculum will provide guidance to teachers to fully implement the HET Model.</span> | $40,000<br><br>Object Code(s): 5000-40,000 | Y |
| 5 | Subscription & Purchasing Log (E) | A subscription and purchasing log is a monitoring tool YPSA uses to ensure every student has the on-line applications, tools, materials, and resources to gain access to standards-align learning activities in the classroom and at home.<br><br>Subscriptions and materials are expected to be identified by grade level teachers and listed in their scope and sequence conceptual curriculum maps, reviewed and approved by administrators, and purchased by the admin senior clerk.  Training on the use of the online tools, is provided to teachers, staff and students by September 2021.  Every student is expected to use the on-line tools/resources to gain access to on-line learning activities by October 2021.<br><br><span style="color:green">An accountability system needs to be built to manage the use and effectiveness of the applications, tools, materials and resources; This system includes process, procedures, support, and accountability.</span> | Associated cost captured in Goal 1, Action 1 | |

# Goal Analysis for [2021-22]

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

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

| Action 1: | All teachers were provided their grade level scope and sequence conceptual curriculum maps by the first day of school. The maps, however, were four years old and will need to be updated. |
|---|---|
| Action 2: | Although 100% of scholars received their iPads, there was not a process in place to guide the distribution of the devices. A mobile device management system has been ordered to support management of all devices but has not been put in place because of a lack of an accountability system. |
| Action 3: | The laptop distribution/collection system was not fully implemented because teachers were not on campus and the principal stepped in to distribute the devices, causing a disruption to the system. |
| Action 4: | Being-there experiences did not take place due to COVID-19 restrictions. |
| Action 5: | The purchase of on-line applications, tools, materials, and resources were made to support student access to the learning. However, training of each resource and application was not provided. |

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.

[Respond here]

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

| Action 1: | Because teachers receive their scope and sequence conceptual curriculum maps, they were able to plan according to the standards. Materials and resources that are aligned to their maps were purchased to support the teaching and learning. |
|---|---|
| Action 2: | Every K-2 student receive his or her own iPad even though there were no trainings provided to teachers on the iPad applications and troubleshooting of the devices. The purchase of a mobile device management system to support the monitoring of all devices has been purchased. However, it has not been used because of a lack of an accountability system. |
| Action 3: | All laptops were distributed to students in grade 3rd-6th because a process with put in place. However, because some teachers were not checking these devices out, the principal stepped in to support distribution of the devices to make sure every student receives a working device. |
| Action 4: | Because being-there experiences were not provided to students, the actual visit to the learning did not take place. |

| Action 5: | Since there was not an accountability system in place, the effectiveness and use of each application was not measured. |
|---|---|

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 1: | An update to the existing scope and sequence conceptual curriculum maps will be needed.  The revised grade level maps will need to include yearlong theme, component, topics, standards, skills, and assessments. |
|---|---|
| Action 2: | An accountability system that includes a process for distribution of devices and training for teacher usage of applications (apps) will need to be created to support teachers. Also, create an accountability system to manage the completion and management of the mobile device management system. |
| Action 3: | The device distribution/collection system needs to be enforced.  All staff members need to be accountable for implementing the system. |
| Action 4: | Because the funds allocated for the being-there experiences were not used, re-allocate the remaining funds to support the development of the HET conceptual curriculum to meet the Williams review and to provide guidance to teachers to implement the HET model. |
| Action 5: | An accountability system needs to be created to manage the used and effectiveness of each tool on teaching and learning.  This system needs to include process, procedures, support, and accountability. |

**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.**

| Goal # | Description |
|---|---|
| 3 | 70% of the 27 classrooms and school facilities will be safe, clean, well-maintained, healthy, and properly supervised to be conducive to support teaching and learning as measured by the HET classroom environment criteria by August 2021 (State Priorities 1, 4, 6, 7, 8). |

An explanation of why the LEA has developed this goal.

The overarching goal of HET education is to increase human capacity and create responsible citizens.  To this end, it is crucial that every classroom is progressing towards the HET classroom and school environment.  It is expected that every classroom is setup to allow for students to feel safe to engage in the learning process, take risks, be curious and creative, ask questions and make mistakes in an environment that is absent of threat.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| HET Classroom Environment Checklist (A) | Baseline data for this metric is currently not available until June 2022. | 83% of classrooms were up to HET environment checklist satisfaction. | | | 70% of the 27 classrooms will meet the expectations of the HET classroom checklist by August 2021. |
| Custodian Cleaning Schedule | 100% of all classrooms will be clean and 100% of the tools and supplies will be purchased to support the work. | 100% of the tools and supplies requested have been purchased to support the cleaning of the school. | | | 100% of all classrooms will be cleaned according to the tasks in the custodial cleaning schedule. |
| Yard Duty Schedule | 100% of yard duty staff will be hired before the first day of school. | Zero yard duty staff have been hired. | | | 100% of yard duty staff will be hired before the first day of school to provide safety supervision to all students. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Health Services Specialist – LVN | 100% of all students who are ill will be seen by the nurse to determine next steps. | No data system to track | | | 100% of all students who are ill will be seen by the nurse to determine next steps. |
| HET School Environment Checklist (B) | Baseline data for this metric is currently not available until June 2022. | No data | | | 70% of the school will meet the expectations of the HET School checklist adapted from the HET classroom checklist by August 2021. |
| HET School Environment Inspection (C) | Baseline data for this metric is currently not available until June 2022. | No data | | | The school will achieve a 90% or higher rating on a HET school environment review conducted by the Center for the Future of Public Education (CFPEDU) on or before June 2022. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | HET Classroom Environment | An HET classroom environment is comprised of 16 research-based items that when integrated, creates a safe, nurturing, and calm environment in support of students learning.<br><br>A training of the 16 items will be provided to teachers and an administrator walkthrough of every classroom conducted using the HET classroom environment checklist to ensure every room is meeting expectation on or before August 2021.<br><br>Create an accountability system to implement and manage the setup of the HET classroom environment that includes process, procedures, support, and accountability. | Associated cost captured in Goal(s):<br>1, Action 1<br>2, Action 4 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2 | Custodian | The custodial staff are employed to clean and maintain school facility as expected of a HET school environment.<br><br>Two full-time custodial staff are employed on or before July of every year to maintain the HET environment using tools and cleaning supplies that are authorized to be used in a school setting throughout the school year. | $121,217<br><br>Object Code(s):<br>2000-85,836<br>3000-27,382<br>4000-8,000 | Y |
| 3 | Yard Supervisors | Yard supervisors monitor and supervise students who are outside of the classroom and at school sponsored activities both on and off school campus to assure safety and positive behaviors; enforce applicable UCSC and school safety and conduct policies and rules; assist in maintaining an orderly and safe campus.<br><br>Employ and train 4 part-time yard supervisors and ensure they are equipped with the appropriate tools on or before August 1, 2021.<br><br>Because the vacancies have not been filled, YPSA will need to:<br><br>1. Recruit parent volunteers to provide support to the school.<br>2. Recruit interested parents to fill the vacancies.<br>3. Continue to post the vacancy on websites and social media.<br>4. Solicit staff to support with recruitment. | $49,687<br><br>Object Code(s):<br>2000-46,156<br>3000-3,531 | Y |
| 4 | Health Services Specialist-LVN | The Health Services Specialist-LVN assists with the planning, implementation, and evaluation of health services and health education, and school safety activities.<br><br>Employ 1 full-time health services specialist and secure a contract with K12 Health and the proper equipment and materials needed to provide health and safety to the stakeholders of the organization on or before August 1, 2021 and continue as necessary throughout the school year. | $93,981<br><br>Object Code(s):<br>2000-51,149<br>3000-24,336<br>4000-4,000<br>5000-14,496 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | HET School Environment | An HET school environment is a schoolwide setting mirrors and extends the climate and culture of the classroom to support the teaching and learning of staff and students.<br><br>Establish and convene a HET environment committee to design, build, and train staff and students on the utilization of the environment to support teaching and learning.<br><br>Develop and implement a system to manage the completion of this action/project; Microsoft Projects will be used to support the management and completion of the project. The process map is to include:<br><br>1. A scheduled time to manage the project.<br>2. A process for directing all requests to the administrative clerk.<br>3. A process to have the administrative clerk check in to ensure task completion.<br>4. If task is not completed within the scheduled extended time, have the clerk sit in to make sure the task is completed.<br><br>Conduct a needs assessment of items, including classroom furniture, to be purchased to support the HET school/classroom environment. Create a system to manage the purchasing and distribution of these items. | Supplies and materials to be identified by school administrators and add to the mid-year budget update. | Y |
| 6 | HET Model School Inspection | The HET Model school inspection is quality control review conducted by a CFPEDU consultant using the HET Model School criteria proven to support the development of a highly effective teaching and learning environment in an educational setting.<br><br>YPSA will secure a CFPEDU consultant to conduct a quality review to establish baseline data to develop an HET learning environment using the HET Model School criteria rubric.<br><br>A baseline data has not been established yet. Once the baseline data has been established, it will be used in the development of the HET Learning Environment Plan. | Supplies and materials to be identified by school administrators and add to the mid-year budget update. | |

# Goal Analysis for [2021-22]

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

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

| Action 1: | Although there was training on the 16 items to support the HET classroom environment, there was a very short turnaround time for teachers to get their classrooms ready for inspection. |
|---|---|
| Action 2: | There were no differences in the planned action and the actual implementation of employing two custodial staff to clean and maintain the school facilities. |
| Action 3: | YPSA was not able to hire the number of yard duty supervisors need to provide adequate supervision to students.  Three instructional aides were used to support this task, causing an interruption to their program. |
| Action 4: | The Health Services Specialist (Nurse) was hired as planned to support the school and students with health needs. |
| Action 5: | A HET coach was not secure on time, causing the establishment of an HET environment committee to design and train staff on the use of the environment to support teaching and learning to not get started. |
| Action 6: | Although the HET consultants were secured and the quality review of the school was conducted, the HET learning environment plan has not been completed due to the lack of established baseline data |

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.

[Respond here]

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

| Action 1: | The process and procedures were not in the correct order; the 16-item checklist was sent to teachers before the training was conducted, which could have caused confusion on expectations. |
|---|---|
| Action 2: | A schedule of cleaning tasks was developed to be used by the custodial staff to manage and monitor their cleaning routines to keep the entire school clean and safe. |
| Action 3: | The school was not able to hire 4-yard duty supervisors. |
| Action 4: | The nurse continues to support the school with planning, implementation, and evaluation of health services. |

| Action 5: | There was a zero completion on the action task. |
|---|---|
| Action 6: | The quality review of the school was conducted.  However, a review of the survey results to determine the next steps is still pending. |

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 1: | An accountability system to implement and manage the development of the HET classroom based on the 16-item checklist will need to be created that will include process and procedures, support, expectation, and accountability. |
|---|---|
| Action 2: | Maintain the use of the cleaning schedule.  Create a schedule of summer and winter clean-up. |
| Action 3: | Recruitment has to be extended to include parent volunteers, interest parents and family members, solicit staff members to support with recruiting yard duty supervisors. |
| Action 4: | Create an accountability system to progress monitor daily tasks and to be able to provide on-going support. |
| Action 5: | Develop and implement a system that includes a timeline and steps to securing the HET consultant and the gathering of base-line data to support the use of the HET environment to support teaching and learning.  Conduct a needs assessment of items, including classroom furniture, to be purchased to support the HET school/classroom environment.  Create a system to manage the purchasing and distribution of these items. |
| Action 6: | A review of the survey results is needed to establish baseline data in order to develop a HET learning environment plan. |

**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.**

| Goal # | Description |
|---|---|
| 4 | Annually, increase 5% of students meeting or exceeding grade level standards in California Assessment for Student Performance and Progress (CAASPP) ELA, CAASPP Math, CA Science Test (CAST), and English Language Proficiency Assessment for California (ELPAC), for a minimum of 20% increase in each respective standardized assessment by 2024 (State Priorities 1, 2, 4, 8). |

An explanation of why the LEA has developed this goal.

The 2018-2023 UCSC strategic plan specifies YPSA be developed into a powerful case study for body-brain compatible education by ensuring staff is highly trained in body-brain education to meet a set of expectations and goals.

As such, YPSA has adopted a minimum measurable outcome of 75% students inclusive of English Learners, Students with Disabilities (SPED), and African American (AA) meeting or exceeding state expectation in CAASPP ELA, 65% in CAASPP Math, 40% in CAST, and 40% in ELPAC within the 2020-2025 charter petition.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| YPSA Goal Attainment Data Chart | The goals are listed in the charter petition. The achievement results pre-COVID are as follow:<br><br>• 52.04% in CAASPP ELA<br>• 36.80% in Math<br>• 16.42% in CAST<br>• 16.42% in ELPAC | The goal attainment data chart was created.<br><br>0% training on the use of the tool occurred.<br><br>0% implementation of the tool. | | | The percentage of students meeting or exceeding state standards are as follow:<br><br>• 75% in CAASPP ELA<br>• 65% in CAASPP Math<br>• 40% in CAST<br>• 40% in ELPAC |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Professional Development Log | Baseline data for this metric is currently not available until June 2022. | 0% subject content professional development has been provided.<br><br>0% ELD professional development has been provided. | | | 100% of staff participation in and implementation of every professional development with a minimum of 90% fidelity by June 2022. |
| Instructional Tools and Programs Log | 0% professional development on school programs have been provided to teachers. | 0% professional development provided.<br><br>0% data on staff knowledge level of school programs. | | | 100% professional development on school programs are provided to teachers to help their understanding and use of all school programs. |
| School Operational Processes | 0% training on school operational processes and expectations have been provided. | 0% of teachers are proficient on their level of knowledge and skills on the trainings. | | | 100% of all teachers receive operational processes and expectations training. |
| EL Reclassification List | 0% ELs have been reclassified. | 0% ELS have been reclassified.<br><br>0% items have been purchased to support reclassification of students. | | | 100% of all EL students are reclassified before March or every year. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | YPSA Goal Attainment Data Chart | A comprehensive tracking spreadsheet is an Excel document created at the school level to track incremental student progress annually toward the five-year goals specified in the 2020-2025 petition for ELA, Math, CAST, and ELPAC Summative Assessment results. Data trends from this spreadsheet are used by classroom teachers at grade level collaborations to strategize and develop next steps in the teaching and learning process to address learning gaps or to challenge high achieving students.<br><br>YPSA administrators create the tracking spreadsheet and train 100% of the 21 classroom teachers on the expectation and use of the tool.  Teachers are expected to implement this tool by September 2022.<br><br>Seek understanding of the task to design an accountability system to achieve the action task. | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2 | Instructional & Standardized Curriculum | Instructional and standardized curriculum comprises of the state's mandated ELA, ELD, Math, Social Studies and Science curricula. These are the prerequisite to the full implementation school's HET program.<br><br>As such teachers are *provided subject content professional development in ELA, ELD, Math, Social Studies and Science every year.*<br><br>To adequately provide teachers with sufficient knowledge and skills to deliver elementary school subject content including ELD, to students through the HET curriculum, one foundational training of ELA, Math, Social Studies and Science is provided to teachers by ==October 2021, best practices by February 2022, and integration of ELD into ELA, Math, Social Studies and Science by May 2022.==<br><br>Teachers are expected to implement the knowledge and skills received from the training in each classroom according to the training timeline.<br><br>Develop a subject content professional development plan that addresses the needs that emerge from the analysis of the scholar achievement data in each of the subject content areas. | $20,000<br><br>Object Code(s): 5000-20,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3 | Instructional Tools & Programs | Instructional tools and programs are resources available to teachers for supplement and support their teaching of content standards to students at the school.<br><br>The critical programs teachers must have knowledge of are: *special education program and services, Hmong Language Development, Movement (PE, Dance and TKD), Achievement through Technology (ATT)/MobyMax (Computer adaptive program for students to practice their common core state standards activities online), Yard Supervisor Services, Front Office operational support services, Plant Operational services, and Heath and Safety services, and Instructional Aide services.* Furthermore, teachers must have the skills to utilize: *Seesaw, Google G Suite, Zoom, and Nearpod on-line platforms in addition to the PowerSchool student information system.*<br><br>Training of school programs, and resources are provided to teachers to help with their understanding and use of each program and tool by August 2021 to support student learning.<br><br>Because formal training was not provided, a survey of the staff will need to be conducted to get data on staff knowledge of the school programs listed above.<br><br>Create a training system that captures:<br>1. The type of trainings<br>2. The effectiveness of the trainings<br>3. The follow-up and on-going support and coaching from the trainings | Associated cost captured in Goal(s):<br>1, Action 1<br>2, Action 3<br>3, Action 5<br>5, Actions 5 & 6 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4 | School Operations/Processes | School operational processes are a set of must know and must have fundamental operation processes and expectations set by the Academy Council (school site council) for teachers at YPSA to support teaching and learning for both low and high performing students are inclusive *of 8-Step Lesson Plan, Criteria for Prep/Collaboration hours, Data Collaborative Inquiry Process/4R's, Disciplined Life, Document Reader/LCD projector, English Learner Advisory Committee (ELAC), HET, Individualized Learning Plan (ILP's), Positive Classroom Management, Resiliency Inc. Brain-based Science, Neuroscience of Learning, Roles of the Academy Council (AC), Student Study Team (SST)/504 Plans, and substitute plan.*<br><br>It is critical for teachers to receive the fundamental operation processes early in the school year so they can use them to facilitate the support they provide to students in the classroom. As such, professional development on these topics and feedback and coaching by administrators are provided to teachers on or before September 1, 2021 and teacher implementation on these processes and procedures begins no later than October 1, 2021.<br><br><span style="color:green">Create an accountability system to manage and provide teachers with the professional development identified above with follow-up support.</span> | $14,000<br><br>Object Code(s): 5000-14,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 5 | English Learner (EL) Reclassification | The EL Redesignation process and reclassification criteria per CDE guidelines and included in the petition, are used to reclassify EL students who have demonstrated English language proficiency sufficient, as shown on the summative ELPAC, to be successful in ELA, Math, Social Studies, and Science standards.<br><br>When student academic achievement is at level 3 or higher on the Summative ELPAC, Standards met or exceed on the CAASPP or 90% on the end-of-trimester NWEA and receive teacher evaluation approval and parent opinion/consultation approval he or she is reclassified.<br><br>Hire and train three substitute teachers (4 days for initial and 8 days for summative ELPAC assessment) to support the school in the administration of the assessments by August 1, 2021 for Initial ELPAC and March 2022 for Summative ELPAC.<br><br>Purchase certificates and medals to recognize and award student achievement at the reclassification ceremony by December 2021.<br><br>Create an accountability system to implement and complete the reclassification of EL students before March of every year. | $7,596<br><br>Object Code(s):<br>1000-5,886<br>3000-1,210<br>4000-500 | |

# Goal Analysis for [2021-22]

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

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

| Action 1: | Even though the YPSA Goal Attainment chart was created, there was a lack of understanding on how to design a system to monitor and support teachers. |
|-----------|------|
| Action 2: | Because the principal lacks knowledge and process to initiate the subject content professional development, no subject content training were provided. |
| Action 3: | Tools were provided to teachers. Nonetheless, no trainings were provided and no data on staff knowledge. |

| Action 4: | Trainings were provided, but there was not an accountability system to track teacher implementation level, proficiency, and support needed. |
|---|---|
| Action 5: | Although 11% of ELs have met or exceeded the criteria for reclassification, 0% of students were reclassified due to a lack of accountability and responsibility. |

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.

[Respond here]

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

| Action 1: | Because there was a lack of understanding on the use of the Goal Attainment Chart, no trainings or follow-ups were provided to teachers. |
|---|---|
| Action 2: | No subject content professional development was provided to teachers because were no plans to address. |
| Action 3: | There was an assumption that all staff members had a good understanding of the school programs, and because there is no data to support the level of teacher proficiency and use of Seesaw, Google G. Suite, Nearpod, and PowerSchool, an accountability system needs to be designed to complete this action task. |
| Action 4: | Trainings and check-ins were provided to teachers to acquire the information and knowledge to implement each program. |
| Action 5: | There were not any actions taken to reclassify ELs. No students were reclassified. |

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 1: | Seek understanding of the YPSA Goal Attainment Charts. Once understood, design a plan to achieve. |
|---|---|
| Action 2: | A subject content professional development plan will be developed to include a current address |
| Action 3: | A staff survey will be used to compile staff knowledge of school programs. An accountability system will be created to capture the type of trainings and the effectiveness of each training. |

| | |
|---|---|
| Action 4: | An accountability system needs to be designed to progress monitor, support, and evaluate all trainings. |
| Action 5: | An accountability system will be created to manage the implementation of reclassifying EL students. |

**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.**

| Goal # | Description |
|---|---|
| 5 | In alignment with the 2020-2025 charter petition formative and benchmark goals, students will demonstrate an increase of 5-10% academic achievement increments every year toward meeting or exceeding the targeted goals of 75% in NWEA, 90% in HLD, 85% in PE, 95% in Dance and TKD, 85% on teacher created assessments, and 100% readers by 3rd grade no later than May 2024 (State Priorities 2, 4, 7, and 8). |

An explanation of why the LEA has developed this goal.

The charter sets out to raise academic achievement for underserved students because, historically they underperformed when compared to the general student population as measured by standardized assessments. As such, the 2020-2025 charter petition promises to deliver high results in formative and benchmark assessment noted in this goal, that are highly correlated with high results in the state summative assessment. To support this effort, YPSA also aims to develop 100% readers by 3rd grade.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Daily Teacher Collaboration Log | Baseline data for this metric is not available until June 2022 | 0% teacher proficiency on how to conduct grade level collaboration.<br><br>10 grade level collaboration were held with principal in attendance | | | 100% of teachers are proficient at holding their grade level collaborations. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| YPSA Master Spreadsheet for Formative and Benchmark Goals | Baseline data for this metric is currently not available until June 2022. | A master spreadsheet for formative and benchmark assessments has been created for core.<br><br>No master spreadsheet has been established for HLD and Movement. | | | 100% of students formative and benchmark assessment results are entered and used for collaboration in the Data Collaborative Inquiry process.<br><br>100% of the current 2020-2021 kindergarten students will be reading at 3rd grade level by the start of 2023-2024. |
| YPSA Goal Attainment Data Chart | 0% on teacher created assessments<br><br>64% in HLD<br><br>84% in Dance<br><br>82% in TKD | 60% NWEA Math<br><br>45% NWEA Reading<br><br>68% Teacher Created Assessments for ELA<br><br>73% Teacher Created Assessment for Math | | | The percentage of students meeting or exceeding formative and benchmark goals are as follow:<br><br>• 75% in NWEA<br>• 90% in HLD<br>• 85% in PE<br>• 95% in Dance and TKD<br>• 85% in MobyMax<br>• 85% on teacher created assessments<br><br>100% readers by 3rd grade |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Master Spreadsheet for Formative and Benchmark Professional Development Log | Baseline data of this metric is not available until June 2022. | 100% of teachers attended the Master Spreadsheet for Formative and Benchmark Assessment training<br><br>0% teacher mastery of use of the Mastery Spreadsheet for Formative and Benchmark Assessment due to a lack of data verification. | | | 100% of teachers are able to use the Master Spreadsheet for Formative and Benchmark Assessments for daily collaboration.<br><br>100% of teachers are able to demonstrate proficiency using the master spreadsheet. |
| Clerical Support Log | Baseline data of this metric is not available until June 2022. | 0% of teachers needed the clerical support.<br><br>0% clerical support was hired.<br><br>0% of teachers have developed a routine to complete the entering of teacher created assessments into the master spreadsheet on their own. | | | 100% of data is entered into the Master Spreadsheet for Formative and Benchmark Assessments. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| HLD Teacher Log | 2 HLD teachers were hired.<br><br>1 HLD teacher vacancy was unfilled.<br><br>0% materials and resources were purchased to support HLD. | 2 HLD teachers were hired.<br><br>1 HLD teacher vacancy was unfilled.<br><br>0% materials and resources were purchased to support HLD. | | | 100% of HLD teachers are hired and provided with 100% materials and resources to support the teaching of Hmong language to students. |
| Movement Teacher Log | 100% Movement teachers were hired. | 100% Movement teachers were hired.<br><br>100% of materials requested by movement teachers were ordered.<br><br>0% of materials requested were aligned to the movement standards map. | | | 100% of Movement teachers are hired and provided with materials and resources to support teaching and learning. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Instructional Aide Log | Baseline data of this metric is not available until June 2022. | 70% of Instructional aides were hired (15/21).<br><br>100% of instructional aides received tools and training.<br><br>100% of instructional aides know how to use the tools to support student learning. | | | 100% of instructional aides are hired with 100% of tools provided for them to use to support 1-1 student learning. |
| Academy Council and Board Accountability Report | Baseline data of this metric is not available until June 2022. | 0% reports have been generated and report to the Academy Council and Board on this goal. | | | 100% of reports are generated and reported to the Academy Council and Board on a trimester basis. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1. | Grade Level / Team Collaboration | Grade Level/Team collaboration is a process where grade level teachers or program teams meet with administrators to engage in professional dialogue and reflect using the 4 guiding principles MARC to identify body brain compatible teaching practices or strategies to reteach students who have not yet reach content mastery reflected in the data generated from the formative and benchmark assessment. The teaching practices selected by the teacher for next step implementation are incorporated into the 8-step lesson plan to be taught for a period of 6 to 8 weeks as part of the DCI process to remedy identified student learning gaps.<br><br>Daily collaborations with the exception of the first and third Thursdays, are held by core, HLD, and movement teachers to identify student learning problem(s) that derived from the YPSA Master Spreadsheet for Formative and Benchmark Goals data analysis and strategies for next steps implementation by September 2021 and weekly thereafter.<br><br><span style="color:green">Create an accountability system to track teacher mastery in grade level collaboration and follow up support by the principal.</span> | Associated cost captured in Goal 1, Action 1 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2. | Training for YPSA Goal Attainment Data Chart and Master Spreadsheet for Formative and Benchmark Goals | The *YPSA Goal Attainment Data Chart* specific to the formative and benchmark data and the *YPSA Master Spreadsheet for Formative and Benchmark Goals* training is a professional development to aide teacher and staff understanding of the connection on teaching, learning, and foundational skill needed to support grade level/team collaboration when engaging in data analysis, identifying of learning trends, and developing of next steps to improve student learning.<br><br>YPSA administrators will create a master spreadsheet to capture formative and benchmark data for core, HLD, and movement teaching standards utilizing assessments pertaining to the ELA, Math, Social Studies, Science contents; and HLD, PE, Dance, TKD programs to be used for a professional development to support teachers and staff by September 2021.<br><br>Maintain the master spreadsheet for formative and benchmark assessments.<br><br>Create an accountability system to track teacher use and proficiency level to provide on-going support to bring them to mastery level.<br><br>Create a master spreadsheet for HLD and Movement teachers and provide them with the training of the spreadsheet. | Associated cost captured in Goal 5, Action 5 & 6 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3 | Additional Clerical Support | Clerical support is articulated in the 2018-2023 strategic plan as a step forward toward further developing YPSA into a powerful case study for body-brain approaches in developing a strong data collection and analysis operation that begins to foster a data minded culture and standardize data processes.<br><br>It is an additional support that includes weekly entries of teacher created assessment results into the *YPSA Master Spreadsheet for Formative and Benchmark Goals* teachers and staff use for identifying trends and strategies during collaborations.<br><br>A clerical substitute is hired to provide an initial support on the entering of teacher-created assessment data starting September 2021 and one day per week thereafter through June 2022, or until the teachers have developed a routine to complete this task whichever comes first.<br><br>Create an accountability system to measure the routine practice by teachers to provide 1-1 support toward mastery of application of entering teacher-created assessment data into the spreadsheet. | $6,063<br><br>Object Code(s):<br>$5,632 - 2000<br>$431 – 3000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4 | Hmong Language Development (HLD) Teachers | The HLD program is a key component of the overall school programs available in 1st-6th grade and is particularly attractive to our students and families due to the concept that scholars will be proud to either maintain their language or learn another one once they have reached a high level of mastery in reading, speaking, and writing in the Hmong language. Moreover, in the course of learning the Hmong language, scholars gain a better understanding of the Hmong culture, develop a respect for other languages, and increase awareness for all cultures.<br><br>Three HLD teachers are hired and supplied with the necessary resources and materials to plan, implement, monitor, and assess the classroom's instructional program as appropriate for each 1st-6th grade level by July 2021, and every year thereafter.<br><br>Recruit from 100% of universities that offer a Hmong language credential program to recruit qualified candidates to fill the vacancy and to sub.<br><br>Assess the HLD program materials and resources needed and design a system to make sure the HLD program is provided the materials and resources needed.<br><br>Hire Hmong bilingual instructional aides to support with providing instruction to students under the supervision of the HLD teacher. | $239,478<br><br>Object Code(s):<br>1000-134,434<br>2000-47,702<br>3000-57,342 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Movement Teachers (PE, Dance, TKD) | The movement program consists of dance, TKD, and PE.  It is also another key component of the overall school programs available to students in 1st-6th grade.  This program is highlight attractive to our students and families due to the uniqueness of its availabilities in elementary settings such that is provides opportunities for students to build confidence and self-esteem and enhance learning.<br><br>Three movement teachers consisting of 1 dance, 1 PE, and 1 TKD, are hired and supplied with the necessary resources and materials to plan to implement the movement programs at YPSA to teach students in grades 1-6 grades by July 2021, and every year thereafter.<br><br>Maintain the employment of the three movement teachers.<br><br>Develop of system to check for material alignment to each of the programs before the approval of material request.<br><br>Review the material needs for the school year. | $178,348<br><br>Object Code(s):<br>2000-136,267<br>3000-42,082 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 6 | Instructional Aides (IA) | The Instructional Aide program is a part of the Expanded Learning Opportunities grant supported by the state to provide supplemental instructional support to students at the school to close the learning gap. It is a school intervention component consisting of instructional aides who provide 1-1 foundational literacy and numeracy skills, 1000 Fry's high frequency words, reading fluency and comprehension skills, and long multiplication and division operational skills,  to support low performing students, inclusive of subgroups such as English Learners at ELPAC Levels 1 and 2 and Students with Disabilities and African American students at levels 1 and 2 in CAASPP ELA and Math between the hours of 9:00 a.m. – 3:00 p.m.  In addition, when time permits, following the provision of foundational skills, IA's support teachers in the reinforcement of classroom instruction to individual or small groups of students. Also, the IA's facilitate student practice of the common core state standards through the use of MobyMax, an online computer adaptive program, between 3:00 p.m. – 5:00 p.m. under the supervision of a part time Achievement through Technology (ATT) program manager/supervisor.<br><br>As such twenty-one (21) instructional aides are hired and be equipped with laptops (15), iPads (15) and the required accessories to provide supplemental instruction in foundational and literacy and numeracy skills to low performing students and hire an ATT Program Manager/Supervisor by July 2021.<br><br><span style="color:green">Maintain the employment of the 15 instructional aides.  Develop and implement a plan to hire the needed six instructional aides to include no less than 10 strategies.  Create a system to manage and implement the IA and ATT programs.</span><br><br><span style="color:blue">Create a plan to include the concentrated increased and improved services provided to ELs and low-income students.</span> | $633,948<br><br>Object Code(s):<br>2000-532,248<br>3000-99,678<br>5000-2,022 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 7 | Academy Council & Board Reports | Academy Council and Board Reports are student achievement progress and teacher recalibrated action plan reports generated by school level administrators and presented at the end of each trimester on formative and benchmark assessment results inclusive of NWEA, HLD, PE, Dance, TKD, MobyMax, teacher-created assessments, foundational skills, and the readers by third grade board priority.<br><br>School level administrators will generate student achievement progress and teacher recalibrated action plan reports and present them o the Academy Council and UCSC Board at their regular meetings in December 2021 for Trimester 1, April 2022 for Trimester 2, and August 2022 for Trimester 3.<br><br>Create an accountability system to manage the reports needed to be presented to the Academy Council and the Board on a trimester basis. Include all items in Microsoft Projects. | No additional budget is needed to support this action. | Y |

# Goal Analysis for [2021-22]

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

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

| | |
|---|---|
| Action 1: | Through the analysis of this action, it was found that a system to track teacher proficiency in mastering the teacher collaboration process with follow-up support is lacking. Accordingly, a set of criteria and expectations for teacher collaboration is also lacking. |
| Action 2: | A master spreadsheet for formative and benchmark assessment was to be created for Core, HLD, and Movement teachers to input teacher-created assessment data to be used for collaboration. The spreadsheet has been created for core; however, one still needs to be developed for HLD and Movement. |
| Action 3: | A clerical substitute was not hired; instead, teachers entered their own data onto the master spreadsheet for formative and benchmark assessment. Although this is the case, there is not a routine in place due to the lack of an accountability system. |
| Action 4: | The plan was to hire three HLD teachers; however, because of limited recruitment efforts and strategies, the HLD program has not been fully staffed. 2 were hire and 1 position remained vacant. There were 0% materials and resource requested/purchased to support the HLD program. |

| Action 5: | All three movement teachers were hired, and the requested materials were purchased to support the implementation of their programs.  However, there is a lack of a system to check for alignment of the requested materials to the standards maps. |
|---|---|
| Action 6: | As a result of the limited recruitment efforts and strategies, only 15 instructional aides were hired out of the 21 that was planned for. |
| Action 7: | Trimester reports to the Academy Council and the Board were not done. |

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.

[Respond here]

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

| Action 1: | Although teachers were trained on how to conduct grade level collaboration through the data collaborative inquiry process, 0% of teachers are proficient at conducting grade level meeting because of a lack of data. |
|---|---|
| Action 2: | The master spreadsheet for formative and benchmark assessment has been created for core teacher use.  Training of the tool was provided, and teachers have started entering data for the assessments given to students.  The use of the data in the master spreadsheet is beginning to be used in grade level collaboration toward meeting the goal. It is unsure how many teachers have proficiency in the use of the spreadsheet. |
| Action 3: | The core teachers were entering their own data into the master spreadsheet for formative and benchmark assessment. This data is starting to be used in grade level collaboration toward meeting the goal. |
| Action 4: | With the recent changes and requirements of AB1505, it because difficult to recruit HLD teachers.  The recruitment efforts made by the school have not been successful.  The recruitment efforts to solicit qualified candidates included contacted Sacramento State University Bilingual Department, Facebook postings, website postings, staff volunteer solicitation, and fliers created and sent home. |
| Action 5: | Because all three movement teachers were hired through the transition from the previous year and provided materials to support their programs, there were no disruptions to this action.  An alignment of the materials will be needed to make sure what is purchased aligns with what is planned in the standards maps. |
| Action 6: | The recruitment efforts and strategies used by the school have not been successful at hiring all 21 |

| | instructional aides.  However, trainings and tools were provided to the 15 instructional aides that were hired to enable them to support the teaching and learning. |
|---|---|
| Action 7: | Because the trimester reports were not provided to the Academy Council and Board on a trimester basis, there is no evidence to support this action and its contribution to the goal. |

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

| | |
|---|---|
| Action 1: | As a result of the reflection process, an accountability system to track mastery of teacher grade level collaboration will be created.  This system will include a follow up support process.  Because there were no criteria for collaboration, a set of criteria will be created for teacher use during grade level collaboration. |
| Action 2: | Because a master spreadsheet for formative and benchmark assessment was created for core teacher use, and grade level collaboration has started, a master spreadsheet for formative and benchmark assessment will need to be created for HLD and Movement.  Training and implementation of the spreadsheet will be needed.  An accountability system will also be created to track teacher use and proficiency to provide on-going support to bring them up to mastery. |
| Action 3: | An accountability system will be created to measure the use and routine practice by teachers to provide 1-1 support toward mastery of application of entering teacher-created assessments into the spreadsheet. |
| Action 4: | A plan will be created to recruit from 100% of the university campuses that offer a Hmong language certification program to fill the vacancy and to sub in when a HLD teacher is out.  An assessment of the HLD program material/resource need will be done to design a system of support to provide the HLD program with the needed materials and resources. |
| Action 5: | From the reflection, YPSA will maintain the employment of the three movement teachers.  Because there is not a system to align the materials purchased, an accountability system will be developed to check for material alignment to the standards maps before approving the material requests. |
| Action 6: | Since the school was only able to hire 15 instructional aides out of the needed 21, a plan will be developed and implemented to hire the needed six staff members.  This plan is to include no less than 10 strategies.  Create a system to manage and implement the IA and ATT programs so that there is process and consistency for new and returning staff members.  Create a plan to include the concentrated increased and improved services provided to ELs and low-income students. |
| Action 7: | Moving into next school year, an accountability system will be created to manage all reports and presentations to the Academy Council and the Board. |

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.

| Goal # | Description |
|--------|-------------|
| **6** | Increase 3% schoolwide student perfect attendance from the current 95% to meet the expected charter petition target of 98% by April 2024 (State Priorities 3, 4, 5, 6, 7, 8). |

An explanation of why the LEA has developed this goal.

YPSA believes daily student attendance is essential for academic success in school as described in its parent/scholar handbook. The description includes daily attendance as a critical assurance component that contributes to students maximizing their learning time and developing self-responsibility through time management for successful and positive academic growth in school. In addition, maximizing every minute for instruction is also a key element embedded within the business plan of the *Roadmap to Realization of the YPSA Vision* and serves as a reminder that high student learning and achievement are dependent on daily student attendance.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| PowerSchool SIS Contract | 100% of PowerSchool SIS Contract secured. | 100% of PowerSchool SIS contract is secured.<br><br>0% teachers were trained.<br><br>0% Accountability process developed for training. | | | 100% of PowerSchool SIS contract secure |
| Attendance Clerk Hiring Log | 1 attendance clerk was employed. | 100% of attendance clerk was hired.<br><br>Training and tools were provided. | | | Secure the employment of the attendance clerk and provide the clerk with tools and trainings to support the operation of the school |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Awards Assembly Log | 0% awards assemblies were conducted | 0% awards assemblies were conducted.<br><br>No monthly or trimester assemblies were conducted | | | Awards assemblies are held monthly and every trimester to recognize excellence in student behavior, effort, attendance and achievement. |
| School Messenger Contract | 100% of School Messenger contract secured. | 100% of School Messenger contract is secured.<br><br>0% teachers were trained.<br><br>0% Accountability process developed for training.<br><br>45% phone messages picked up.<br><br>55% go into voice mails. | | | 100% of School Messenger contract secure |
| Weekly Attendance Report | 95% of students have perfect attendance. | 91% of students have perfect attendance. | | | 98% of students have perfect attendance. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Power School SIS | YPSA uses PowerSchool (Student Information System) to manage grading, attendance, behavior, health, assessments, state reporting, special education, student registration, and Human Resources. Teachers use the system to take daily student attendance by 10:00 a.m. and the attendance clerk review and update the daily student attendance records by noon.<br><br>Renew the annual service contract with PowerSchool for YPSA staff to access the student information system by June 2021 and every year thereafter through June 2024.<br><br>Renew the contract with PowerSchool SIS.  Create a training module to support the use of PowerSchool that includes processes, expectations, and accountability. | $9,847<br><br>Object Code(s):<br>5000-9,847 | Y |
| 2 | Attendance Clerk | The Attendance Clerk is responsible for the general office duties including the review and update of daily student records, perfect attendance awards, assemblies, truancy letters, SART/SARB hearing coordination; and local, state, and federal reports.<br><br>One attendance clerk will be employed on or before July of every year and is provided professional development through the Breakthrough Coach and other training as appropriate throughout the school year, as well as the tools and resources needed to support the operations of the school. | $47,500<br><br>Object Code(s):<br>2000-38,331<br>3000-7,628<br>4000-500<br>5000-1,041 | Y |
| 3 | Perfect Attendance and Awards Assembly | Perfect attendance and awards assemblies are monthly celebrations recognizing students for excellent school attendance, behavior, effort, and academic achievement that includes *Student of the Month, Student Choice, Principal's Honor ward, and Trimester Perfect Attendance.*<br><br>Purchase certificates and medals for student recognition at the monthly and trimester assemblies on or before September.<br><br>Create an accountability system to manage awards assemblies to recognize student achievement and excellence. | $1,000<br><br>Object Code(s):<br>4000-1,000 | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 4 | School Messenger | School Messenger is a notification system provided by Intrado Interactive Services Corporation use by YPSA to engage its stakeholders via phone, email, text when high volumes of communication are needed to be delivered quickly and efficiently.<br><br>Renew the annual service contract with Intrado Interactive Services Corporation for YPSA to use for stakeholder engagement by June 2021 and every year thereafter through June 2024.<br><br>Renew the contract with School Messenger.  Create a training module to support the use of School Messenger for the front office staff that includes processes, expectations, and accountability. | $1,313<br><br>Object Code(s):<br>4000-1,313 | |
| 5 | Weekly Attendance Report | The *Weekly Attendance Report* is an excel spreadsheet developed for the attendance clerk to capture the weekly *Average Daily Attendance (ADA)* in each classroom.  This task is expected to be completed by noon daily so school administrators can make informed next step decisions for improving the school's weekly and monthly ADA.<br><br>Create the *Weekly Attendance Report* spreadsheet, provide training for the attendance clerk on the usage of the spreadsheet, enter attendance data into it; and provide weekly or monthly ADA attendance report to the staff, Academy Council, and Board by August 2021. | No additional budget is needed to support this action | |

# Goal Analysis for [2021-22]

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

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

| Action 1: | A contract was secured with PowerSchool SIS; however, training and use of the features of PowerSchool is lacking to staff members. |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------|
| Action 2: | An attendance clerk was employed.  Tools and trainings were provided. |
| Action 3: | No awards assemblies were held. |

| Action 4: | A contract was secured with School Messenger; however, training and use of the features of School Messenger is lacking to staff members. |
|---|---|
| Action 5: | Weekly student attendance reports have been provided to the staff, Academy Council, and the Board via the school principal's weekly bulletin. |

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.

[Respond here]

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

| Action 1: | Because no PowerSchool SIS training is provided to staff, the implementation of the SIS system is not used to its capacity to support the goal. |
|---|---|
| Action 2: | Although an attendance clerk was hire, a system to support the management of tasks and duties is lacking. |
| Action 3: | Because there were zero awards assemblies, there student attendance data went from 95% in the previous year to 91%. |
| Action 4: | School Messenger is used to communicate with families and staff with a 45% pick up and 55% voice mail left. |
| Action 5: | Because the staff receives weekly student reports, they provide reflection opportunities and incentives to increase student attendance. |

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 1: | An accountability system will be created to implement and manage the PowerSchool SIS system to include training, processes, use, and follow-up support. |
|---|---|
| Action 2: | Create an accountability system to track the proficiency of tasks to provide 1-1 support towards mastery of job performance. |
| Action 3: | A system will be developed to manage the awards assembly program to recognize students. |

| Action 4: | Provide training to staff on the use and implementation of the School Messenger program to include other features such as emails, surveys, etc. |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------|
| Action 5: | An incentive plan will be created to support the increase of student attendance. |

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $[Insert dollar amount here] | $[Insert dollar amount here] |

**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 |
|---|---|---|---|
| [Insert percentage here]% | [Insert percentage here]% | $[Insert dollar amount here] | [Insert percentage here]% |

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

# Required Descriptions

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

There are no foster youth students identified at YPSA at the current time.  However, 24.7% (104 students) of the total student population are English learners.  Of the 104 EL students, 11.11% are proficient or well developed.  This means that 88.89% of the EL students are not proficient in the English language.

Accordingly, 63.9% of the kindergarten through sixth grade students are from low-income families.  94 students took the summative CAASPP in 2020-21, and 23.6% scored at the Standards Met or Standards Exceeded levels.  This shows that 76.4% are not meeting grade level standards. The needs of these students are identified through the summative CAASPP and ELPAC assessments.  Data trends are organized, and students are identified for instructional support.

English learner students are identified for designated ELD instruction, which is conducted by the classroom teachers, within the 8:00 – 3:00 instructional day.

This starts with teacher training on the ELD standards as identified in Goal 4, action 2, on page 51 of this document: *Teachers are provided subject content professional development in ELA, ELD, Math, Social Studies and Science every year.*

Additionally, teachers differentiate their instruction to in both designated and integrated ELD to support English learners.

With the use of the HET Model, teachers scaffold their instruction through the use of the being-there experiences to build background knowledge and vocabulary for both EL and low-income students to be successful in the learning process.  Content-relate gestures or

movements are used to support learning and retention of the learning.  To make subject matter comprehensible, teachers develop lessons that appeal to the sensory inputs, making learning more meaningful and relevant to students by using the 20 body-brain senses.

As stated in Goal 5, Action 6: *Twenty-one (21) instructional aides are hired and equipped with laptops, iPads, and the required accessories to provide supplemental instruction in foundational and literacy and numeracy skills to low performing students.*  Instructional aides are assigned to provide 1-1 instructional support to build foundational literacy and numeracy skills for both English learner students and low-income students.  Students are tested to determine any learning gaps prior to support being provided.

The actions stated above are specific and targeted to meet the goals of increasing academic achievement and improving services for English learners and low-income students.

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

As indicated in Goal 2, Action2 of this document, teachers are provided with the subject content professional development in ELA, ELD, Math, Social Studies, and Science to support scholar achievement.  Within this action, there is a focus to create professional development and implementation plans to increase and improve the services provided to English learners and low-income students.

The EL goal is to achieve 35% proficiency on the ELPAC for the 2022-23 school year.  At current, there is a 11.11% proficiency rate, leaving a gap of 23.89%.  Therefore, each EL student, who is not proficient, will receive an individual learning plan (ILP) to support his or her language acquisition needs.  In the ILP, data, goals, strategies, responsible individuals, and check-in support will be included and built in for progress monitoring and accountability toward meeting the goals.

Instructional aides will also be working 1-1 with EL students who have been identified as part of the 23.89% to provide additional intervention and support.

As stated above, 63.9% of the kindergarten through sixth grade students are from low-income families.  94 students took the summative CAASPP in 2020-21, and 23.6% scored at the Standards Met or Standards Exceeded levels.  This shows that 76.4% are not meeting grade level standards in 3rd – 6th grade.

The ELA school goal for 2022-23 is 70% for all students.  There is a 46.4% gap between low-income students and all students.

Similar to the plan to improve and increase services to ELs, teachers will receive professional development and trainings to implement improvement plans to increase and improve services to low-income students.  ILPs will be developed for all students who are in the 46.4% gap, and additional 1-1 support will be provided by instructional aides to catch them up to standards.

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.

100% of the concentration grant add-on funds were used to support the retention of staff members with salary increased to provide direct services to the 24.7% English learners and 63.9% low-income students at the school.

There were 27 classified and 24 certificated staff members employed to provide direct services to these students.

| 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 | [Provide ratio here] | 1:17 |
| Staff-to-student ratio of certificated staff providing direct services to students | [Provide ratio here] | 1:19 |

# 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

# Plan Summary

# Purpose

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

# Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

# Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

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

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

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## *Focus Goal(s)*

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

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

## *Broad Goal*

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

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

## *Maintenance of Progress Goal*

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

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

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

## *Goal Analysis:*

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

*Required Descriptions:*

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

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

## *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

    o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

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

  o 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)

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

## *LCFF Carryover Table*

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

  o 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)

  o 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)

  o 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)

- o 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).

California Department of Education
January 2022

**URBAN CHARTER SCHOOLS COLLECTIVE**
**APRIL 11, 2022**
**REGULAR BOARD MEETING MINUTES**

1. **CALL TO ORDER**
   *Member Miles called the meeting to order at 6:16 p.m.*

2. **BOARD ROLL CALL**
   *Member(s) Present: President Miles E. Myles, Board Treasurer Bao Xiong, Member Guy Ollison, and Member Xai Lor*
   *Member(s) Absent: Vice President Yong Lor*
   *Quorum Present? Yes*

   *Staff Present: Superintendent Lee Yang, Principal Vince Xiong, Chief Financial Officer Megan Lao, Admin Secretary Alva Sanchez, RSP Teacher Jim Vue, and Academy Council Secretary and 4th Grade teacher Gina Tamburrino.*

3. **ADJUST AND APPROVE AGENDA AS NEEDED -** *None*

4. **PUBLIC COMMENT**– Limit Two Minutes Per Person and Ten Minutes Per Issue Listed in the Agenda **-** *None*

5. **INFORMATIONAL ITEM –** Academy Council Update to the Board

   5.1 2022-23 LCAP and First Budget Draft Development
       5.1.1    LCAP Educational Partner Input Session Outcomes
       5.1.2    Timeline for Completion of LCAP
               *AC Member Tamburrino provided an update on the recent feedback received from the LCAP Educational Partner sessions which included: beginning of the years onboarding, hiring by May, planning of trainings, hiring of a counselor, equipment purchases, technical support, and establishing a SART/SARB policy.*

   5.2  ELO, ESSER II, and SEP Plan
   *Plans are currently being implemented with no new updates*

   5.3 23 Bulleted Staff Concerns Update
   *No new updates, the subcommittee is coordinating a meeting to discuss the next steps.*

   5.4 Individualized Learning Plan (ILP) Update - *None*

5.5 Scholar Recruitment

*The Scholar Recruitment Subcommittee met on 4/11/22 to discuss ideas for advertising at local businesses, through social media, and at surrounding pre-schools and holding recruitment fairs.*

5.6 Annual School Climate/Culture Survey

*The Annual School Climate/Culture Surveys are undergoing a revision to change the rating system to better accurately capture the data needed. The goal is to have surveys sent out to staff, scholars and parents by May 16, 2022.*

6. **CONSENT AGENDA**

   6.1 Regular Board Meeting Minutes for March 14, 2022
   6.2 Special Board Meeting Minutes for March 28, 2022

   *Member Myles made a motion to accept the consent agenda. Member Xiong seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

7. **ACTION ITEM –** Resolution No. 22-050, Authorizing Use of Remote Teleconferencing Provisions
   *Member Myles made a motion to adopt Resolution No. 22-050. Member Xiong seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

8. **ACTION ITEM –** 2022-23 Governance Meeting Calendar
   *Member Ollison made a motion to adopt the 2022-23 Governance Meeting Calendar as presented. Member Myles seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

9. **CONFERENCE TO ACTION ITEM –** Salary Schedule for Chief Financial Officer (CFO)
   *Member Xiong made a motion to approve the 2021-22 salary schedule for the CFO as presented, retroactive to July 1, 2021. The implementation for placement is to be based on the number of years of experience as a CFO. Member Ollison seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

10. **CONFERENCE TO ACTION ITEM –** Suicide Prevention Policy
    *Member Myles made a motion to adopt the Suicide Prevention Policy as presented. Member Xiong seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

11. **CONFERENCE TO ACTION ITEM –** Homeless Education Policy Update
    *Member Myles made a motion to adopt the updated Homeless Education Policy as presented. Member Ollison seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

12. **BREAK 10 MINUTES –** *A ten-minute break was taken.*

13. **BOARD STRATEGIES PLANNING SESSION –** Board Workshop, Strategic Planning and Other Initiatives

    13.1    Finance Committee Update
       13.1.1  Salary for Superintendent
       *Member Xiong recommended a special board meeting to develop a contract for the Superintendent. Board members will review the sample superintendent contracts that were provided in preparation for the special board meeting.*

13.2 Board Report(s)
*Member Xai Lor reported on her school visit experience on April 4, 2022 and suggests board members visit the school more often to learn more about staff and scholar learning and needs.*

13.3 New Board Member Induction Process -*None*

14. **CONFERENCE TO ACTION ITEM –** Board Member Recruitment Committee
*Member Myles made a motion to accept the recommendation to form an Adhoc board recruitment committee to create an onboarding process. Member Xiong seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

15. **INFORMATION ITEM** – Monthly Administrative
    15.1 Chief Financial Officer Report
        15.1.1 Financials Through Previous Month
        15.1.2 Personnel & Budget Changes for Next year, Staff Intent to Return
        *CFO Lao presented the financials through February 28, 2022, and the 2022-23 Staff projections.*

    15.2 Principal Report Curriculum and Instruction
        15.2.1 Enrollment
        15.2.2 Attendance
        15.2.3 Scholar Achievement Data
            15.2.3.1 100% Readers by 3$^{rd}$ Grade Data Summary
            15.2.3.2 Reading Fluency Data Report for Grades K-6 by 3$^{rd}$ Trimester
            15.2.3.3 Foundational Literacy and Numeracy Skills Data Report
            15.2.3.4 MARC Training

        *Principal Xiong provided an update on enrollment, attendance, and scholar achievement data for readers by 3$^{rd}$ grade, reading fluency, foundational literacy and numeracy, and MARC training.*

        *Member Myles made a motion to extend the meeting to 9:30 p.m. Member Xiong seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

    15.3 Superintendent Report

        15.3.1 Special Education Program Design Update
        *RSP Teacher, Jim Vue, provided an update on the progress and next steps for the 2022-23 SPED plan.*

16. **REPORT OUT OF CLOSED SESSION**
    *Member Myles announced that during the closed session, the Board took action to accept the following:*
    *C-1.2 Resignation of one (1) Instructional Assistant, Alicia Swanson.*

17. **NEW BUSINESS –** *None*

18. **BOARD MEMBERS IDENTIFY ITEMS FOR NEXT BOARD MEETING**
    - *CFO Job description and salary*
    - *Superintendents Evaluation*
    - *Scheduling of a special board meeting to draft a contract for the Superintendent*

19. **ADJOURN**
    *Member Myles made a motion to adjourn the meeting at 9:21 p.m. Member Xiong seconded the motion. All ayes from Members Myles, Xiong, Ollison, and Xai Lor. Member Yong Lor was absent. Motion carries.*

**URBAN CHARTER SCHOOLS COLLECTIVE**
**APRIL 25, 2022**
**SPECIAL BOARD MEETING MINUTES**

1. **CALL TO ORDER**
   *Member Miles called the meeting to order at 6:05 p.m.*

2. **BOARD ROLL CALL**
   *Member(s) Present: President Miles E. Myles, Vice President Yong Lor and Board Treasurer Bao Xiong*
   *Member(s) Absent: Member Guy Ollison Member Xai Lor*
   *Quorum Present? Yes*

   *Staff Present: Superintendent Lee Yang and Chief Financial Officer Megan Lao*

3. **ADJUST AND APPROVE AGENDA AS NEEDED -** *None*

4. **PUBLIC COMMENT -** *None*

5. **WORK SESSION –** UCSC Superintendent's Contract 6:10 PM
   *Board members reviewed and discussed the sample Superintendent contracts and agreed that a process and legal guidance would be needed in this work. Superintendent Yang and CFO Lao will connect with legal for guidance as well as scope out additional resources from charter partners and association. This information will be brought back to a future meeting as an update and additional steps will be determined at that time.*

6. **REPORT OUT OF CLOSED SESSION**
   *Member Myles announced that during the closed session, there were no action taken.*

7. **ADJOURN**
   *Member Myles made a motion to adjourn the meeting at 7:21 p.m. Member Lor seconded the motion. All ayes from Members Myles, Y. Lor and Xiong. Members Ollison and X. Lor was absent. Motion carries.*

# Chief Financial Officer/Chief Business Officer
# Job Description
Exempt, 12 months
Calendar M

## BASIC FUNCTION

Under the direction of the superintendent or designee, the Chief Financial Officer/Chief Business Officer has overall responsibility for all financial and asset management functions; plans, organizes, directs and administers all financial and business operation of the Urban Charter Schools Collective (UCSC) operated at Yav Pem Suab Academy Charter School; serve as principal advisor to the  Superintendent or designee in short and long range financial planning and fiscal policy development; oversee the establishment, development and maintenance of the UCSC finance; use independent judgment and discretion; and perform other related duties as required.

## DUTIES AND RESPONSIBILITIES

*(This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to accurately reflect the principle job elements.)*

- Manages and directs all financial and business operation services: plans, organizes, controls, coordinates and directs all of the following functions/departments: finance, budget, accounting, cash management, centralized data processing, student attendance accounting, human resources, payroll, employee benefits, planning and facilities, purchasing and contracts, warehousing, risk management, food services, maintenance and operations.
- Serves as a member of the Superintendent senior staff in analyzing, developing, coordinating and implementing state and federal laws and Board of Director policies and administrative regulations.
- Develop, manage, and report charter school budgets and ancillary state and federal financial reports; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.
- Provide technical expertise regarding assigned functions; formulate and develop policies and procedures related to general accounting, payroll, and business services.
- Certify the availability of funds for payroll, purchase orders, contracts, agreements, employee compensation agreements, multi-year leases, financing arrangements and all other financial transactions.
- Monitor and review existing and proposed laws and legislation related to school finance and business management issues.
- Develop and implement long and short-term plans, activities and cash flow.
- Develop and direct asset management.
- Coordinate and direct all matters related to the external auditing of charter schools.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files. Manage timelines and compliance for grants, grant expenditures and grant reporting.
- Support grant writing and acquisition; manage expenditures, reporting, timelines and compliance for grants, grant expenditures and grant reporting.
- Support the development of the Local Control Accountability Plan (LCAP).
- Support the special education program with budgetary and reporting requirements.
- Communicate with other administrators, governing agencies, and contractors to coordinate activities and program, resolve issues and conflicts, and exchange information.

- Supervise and evaluate the performance of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate training of subordinates.
- Assist with the monitoring of charter school for adherence to all applicable state and federal laws and regulations as well as implementation of the UCSC/YPSA contracts, MOU's and agreements.
- Maintain professional competence through participation in in-service educational activities provided by the district, charter, or designated charter school organizations.
- Assist with the continued enhancement of the management of UCSC by modeling appropriate behavior for and toward students, staff, and the community and by displaying professional conduct at all times.
- Perform related duties as assigned by the Superintendent or designee.

## QUALIFICATIONS

*Knowledge of:*
- Principles, practices, procedures, rules, codes, regulations, techniques and strategies of UCSC and assigned position
- Principles and techniques of providing successful leadership and conflict management skills
- Effectively work with individuals and groups
- Effective project management skills
- Risk management
- Interpersonal skills utilizing tact, patience, and courtesy
- Proficient computer technology and software skills, including Microsoft Office applications
- Best practices in charter school support and accountability
- Trends in innovation in public education
- Applicable codes, laws and regulations
- Theory and practice of current fiscal and school business management
- Governmental finance, budgeting, accounting, auditing, risk management and debt issuance, financial reporting procedures, oral and written communication skills
- Effective management skills
- Applicable laws, codes, regulations, policies, and procedures
- Cash management
- Use of the Improvement Science PDSA Model

*Ability to:*
- Manage the operations of the assigned position
- Interpret and apply legal mandates, policies, rules, regulations and operational procedures pertaining to opening a charter school as well as ongoing operation
- Effectively and efficiently perform responsible administrative functions, duties and activities
- Develop goals and objectives
- Establish and meet schedules and timelines
- Work with discretion and confidentiality
- Plan, organize, coordinate, assign, review, train, motivate, and evaluate the work of others
- Define projects and specifications
- Deal with a variety of projects simultaneously
- Prepare clear and concise reports
- Establish and maintain cooperative and effective working relationships
- Understand and carry out oral and written directions
- Communicate effectively both orally and in writing in a clear and concise manner
- Exchange and retrieve information in person and on the telephone

- Apply policies and procedures related to the assigned duties and responsibilities of the position with good judgment in a variety of situations
- Plan, direct, organize, and coordinate a variety of complex technical fiscal and business operations
- Analyze financial data, and prepare concise accurate reports and recommendations
- Operate financial computing system
- Analyze situations accurately, and adopt an effective course of action
- Work independently with little direction
- Prepare comprehensive narrative and statistical reports
- Supervise and evaluate the performance of assigned staff
- Provide sound fiscal leadership to the Superintendent or designee, board and charter schools
- Apply the Breakthrough Coach Model to support, guide and lead employees in their work to work less, produce more and still get the job done in a sensible school week.

## EDUCATION, LICENSES AND CERTIFICATION REQUIREMENTS

Any combination equivalent to a bachelor's degree in finance, business administration or related field. At least five (5) years of finance experience in increasingly responsible supervisory experience, preferably in the field of small schools, charter schools, non-profit or government entity. Other combinations of degree and/or experience will be considered.

## OTHER REQUIREMENT

Testing of tuberculosis (skin test or chest x-ray) is required upon employment and every four years Thereafter. Clearance from Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) required upon employment.

## WORK SCHEDULE AND SALARY PLACEMENT

The Chief Business Official works a 230+ day calendar; placement on UCSC salary schedule is based on experience.

## WORKING CONDITIONS

The working environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.  This position will include office and school environments. Driving may be required for school business.

*Physical Abilities*
- Lift, carry, push and/or pull items with a strength factor of medium work.
- Hear and speak to exchange information and make presentations.
- See to monitor student activities and behavior and read a variety of materials.
- Possess dexterity of hands and fingers to operate a computer keyboard.
- Stand or walk.
- Bend at the waist, knee or crouch to file materials.
- Sit or stand for extended periods of time.
- Reach above shoulders to file materials.

*Potential Hazards:*

- Extended viewing of computer monitor.
- Contact with dissatisfied or abusive individuals.

# URBAN CHARTER SHCOOLS COLLECTIVE
## Management Annual Salary Schedule

*Adopted by Urban Charter School Collective*
*April 11, 2022*

| Position | Number of Days | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
|---|---|---|---|---|---|---|---|
| Chief Financial Officer | 239* | $110,113 | $115,059 | $120,261 | $125,723 | $131,462 | $137,474 |

Annual career longevity increments of $1,454 are added when employee reaches 17, 20, 23 and 25 years of credited service.

# URBAN CHARTER SCHOOLS

## RESOLUTION NO. 22-055

## AUTHORIZING USE OF REMOTE TELECONFERENCING PROVISIONS AB361

**WHEREAS,** the Urban Charter Schools Collective is committed to preserving and nurturing public access and participation in meetings of the Board of Directors; and

**WHEREAS**, all meetings of Urban Charter Schools Collective's legislative bodies are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and watch the public agency's legislative bodies conduct their business; and

**WHEREAS**, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

**WHEREAS,** the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

**WHEREAS**, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

**WHEREAS**, on September 16, 2021, the California legislature passed Assembly Bill ("AB") 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

**WHEREAS**, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

**WHEREAS**, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled "Proclamation of a State of Emergency," signed March 4, 2020; and

**WHEREAS**, the Governing Board hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

**WHEREAS**, the Governing Board is currently conducting its meetings through the use of

telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment.

**NOW THEREFORE**, **BE IT RESOLVED**, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

**BE IT FURTHER RESOLVED**, that the Governing Board has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees for the next thirty days while staff prepares for members of the public to return in-person.

**BE IT FURTHER RESOLVED**, that the actions taken by the Governing Board through this Resolution may be applied to all committees governed by the Brown Act unless otherwise desired by that committee.

**BE IT FURTHER RESOLVED,** the Governing Board authorizes the Superintendent or their designee(s) to take all actions necessary to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution, after which the Governing Board will reconsider the circumstances of the state of emergency.

**BE IT FURTHER RESOLVED**, if the Governing Board does not make findings consistent with Government Code 54953(e)(3) within a period of thirty (30) days from the adoption of this Resolution, the Governing Board meetings will be conducted in-person, including members of the public. All state and local health guidelines, including masking mandates will be strictly enforced.

**PASSED AND ADOPTED** by the Urban Charter Schools Collective on this 9th day of May 2022, by the following vote:


AYES      _____    _____

NOES      _____    _____

ABSENT    _____    _____

ABSTAIN   _____    _____