

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Yuba City Charter School

Contact Name and Title

James Ferreira
Superintendent/Principal

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Yuba City Charter School is a K-12 public charter school located in Yuba City, serving about 250 students primarily from the Yuba-Sutter area. Yuba City is located about 40 miles north of Sacramento. Yuba City itself has a population of approximately 65,000 and the aggregate population of Yuba and Sutter Counties is over 100,000.

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

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

YCCS serves a mixed population, with three significant subgroups, which are 35%white, 99% socioeconomically disadvantaged and 43%Hispanic. The new curriculum and instruction have greatly improved student performance and YCCS remains optimistic for the future. YCCS also believes that the implementation of formal Spanish language for all grade levels has had a significant impact on student performance particularly among Hispanic students.

YCCS's performance on standardized tests has been steadily improving since 2013 as has student enrollment. Extensive changes to the curriculum and instructional practices of YCCS have proven to improve both enrollment and student achievement over the past seven years. YCCS believes that these changes, while still true to the purpose of the original charter, will continue to greatly improve student performance and success. YCCS continues to address all areas of the

school-wide improvement plan and the WASC action plan, striving to improve beyond simply that which is required but toward excellence as a public school.

LCAP Highlights

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

Having accomplished most of the academic restructuring goals of the YCCS Board and administration, this year's LCAP will focus upon intervention for low performing students, EL students, and students with disabilities. YCCS plans to expand support for college bound students, enhancement of our A-G programs, enhancement and improvement of existing enrichment and CTE programs, including A-G curriculum and materials for a high school chemistry class, and curriculum development for Spanish language for grades K-12. Among the priorities for this year's budget are improvement and expansion of facilities. This goal is essential to the continued growth and success of our college prep and CTE programs. As of 2016-17, YCCS has established a program that fully meets the UC's A-G requirements. As of 2017-18, YCCS has added seven AP courses that have been approved by the College Board. According to CDE, in 2016-17, 100% of YCCS graduates met A-G requirements. The most important goal in the 2018-19 LCAP is to improve student performance on the CAASPP. YCCS has increased technology in the form of Chromebooks and computers. In 2018-19 and 2019-20 YCCS will review the software used to support student learning in ELA, Math, keyboarding, Spanish, and study skills. This review may include upgrading or replacing some or all of the programs currently in use at YCCS. Additionally, YCCS is reviewing new curricula for both Social Studies and Science. Review and assessment of students' access to technology will continue each year to ensure that all students have proper access to current and valuable technology in the classroom.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Greatest progress was made as a result of implementation of new curriculum and intervention for both math and ELA, and the intensive commitment to best instructional practices, and close analysis of student performance data. The white subgroup scored 21.4 points below level 3 improving by +7.2 points on average in ELA. In math the same group scored 49.3 points below level 3 for an improvement of +6.8 points on average. The graduation rate was 90.5% up 17% from the previous year. The SED graduation rate was 94.4% up 22.7% from the previous year. With one exception, suspension rates were greatly improved due to the implementation of new and creative discipline practices. Overall, the suspension rate at YCCS was 10.3%, down -7.9%. The EL suspension rate was 12.7% down -.4%. SED suspensions were 10.2% down 9.4% from the previous year. SPED was 22.6% up .7% from the previous year. Hispanics suspension rate was 11.6% down -5.9% and students of two races were 7.7% down -15.4%. Whites were 7.3% down -12.6 from 2016. College and career prep improved from 0% to 25% overall. SED improved to 29.4% and whites improved to 27.3%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

ELA performance continues to be a concern at YCCS. 34% of YCCS students met or exceeded ELA standards up from 26% in 2017-18 for an 8% increase. This is good progress, but YCCS needs to continue to make ELA instruction for all students a priority until every student is meeting standards. Overall, YCCS students averaged 31.8 points below standard on ELA up from 54.8 points below level 3, showing an increase of 13.5 points on average, putting YCCS in the yellow performance band. EL students averaged 58.7 points below standard in ELA up from 85.3 points below level 3, improving by 25.4 points with too. SED students averaged 31.8 points below standard up from 69.9 points below level 3 for an improvement of 29.9 points. SPED averaged 59.9 points below standard improved from 90.6 points below level 3 for an improvement of 26.7 points. Hispanic students scored 43.2 points below standard improved from 89.1 points below level 3 for an improvement of 39.3 points. In Math 25% of students met or exceeded standards up from 20% last year for an improvement of 6%, on average scoring 61.5 points below standard compared to 75.4 points below level 3, for an improvement of 20.5 points. EL students averaged 73.3 points below standard up from 101.5 below level 3, for an improvement of 31.3 points. SED students scored on average 61.5 points below standard up from 84.2 points below level 3 for an improvement of 30.4 points. Hispanic students scored 72.2 points below standard compared to 96.8 points below level 3, for an improvement of 33.9 points. All local indicators all show were met on this year's dashboard.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

No students were more than two performance bands below all students in Math or ELA performance. No subgroup scored two or more performance bands lower than the All Student category in suspensions or grad rate. The entire school is showing gradual improvement, and all students are making progress and the achievement gap is closing at a significant rate. New students affect the overall numbers and impact the subgroup to which they belong. YCCS is continually monitoring this phenomenon and taking steps to address the needs of new students as they arrive as well as continuing to support existing students.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Addition of a Foster and Homeless youth liaison and close ties with the Foster and Homeless youth programs through Sutter County Office of Education will help identify and support that subgroup significantly. The development and continued support of our Student Success Team and the addition of a Dean of Student Success provides the required amount of individualized support at-risk students, including low-income, English learners, and foster and Homeless youth need to be successful in school. The anticipated addition of a counselor will complete the Student Success Team providing the highest level of student support yet at YCCS supporting all students socially, emotionally, and with regard to career and college planning and preparation. Addition of a digital library and continued support of IXL practice and testing for ELA and Math, with full access for all students, will provide all students with greater access to practice, study and research materials. IXL has been upgraded to improve support for Social Studies, Science, and Spanish. All students have access to this program. The NWEA MAP system has been replaced SBAC practice tests for all students 3rd through 8th grade and 11th grade will inform instruction and prepare students to succeed on the CAASPP. Intervention classes are held three days per week after school as needed to support achievement for students who have not met or exceeded state standards. 99% of students attending YCCS are low-income. YCCS will continue to offer extra academic support to all low-income, ELD, and foster youth who attend the school. In general, students new to the school tend to need extra support. YCCS will maintain closer monitoring of student turn-over and inflow of new students to determine need for academic support. This will help YCCS target struggling students sooner and support providing the most appropriate intervention for each student.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$599,392
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$760,409

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

YCCS follows a "targeted" LCAP approach, where only the specific additional costs, whereby 100% of all LCFF revenues for the year (about 80% of our school's total revenues) are fully allocated to LCAP Planned Actions/Services to meet the Goals in the LCAP for each LCAP year. While other revenue sources such as Title I, Title II, Lottery, Special Education, etc. do contribute to these goals as well, YCCS has only a single fund that acts as its general fund. Therefore, all YCCS expenditures are attributed to LCAP goals and there are no "non-LCAP" expenditures.

Total Projected LCFF Revenues for LCAP Year

\$599,392

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Support existing Math and ELA curricula with sufficient professional development to maximize teacher effectiveness and student performance. Begin the adoption process for Social Science and Science. Continue support for school-wide core Spanish language for grades K-12.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7, and 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Student performance will be monitored for continued improvement on the CAASPP. YCCS's best improvement was 35% of YCCS students scored met or exceeded standards on the ELA test in 2016. The expected outcome for 2018 was to recover to that score or better after a minor setback in 2017.</p> <p>Students are expected to show 2% to 5% improvement in met or exceeded status on ELA and Math scores (each is a separate target).</p> <p>Students will be monitored for proficiency on ELA and math standards through quarterly administration of the NWEA MAP assessment program.</p> <p>Baseline scores for the NWEA are established each August within the first two weeks of school. Student progress is compared to individual student baseline scores at the end of each quarter. All students are expected to make significant progress toward proficiency in math, and ELA assessments. Significant progress is defined as continued improvement per student over baseline scores.</p>	<p>In ELA, YCCS students scored 34% met or exceeded standards for an improvement of 8%.</p> <p>In Math YCCS scored 19% meets or exceeds standards. Again, less than we had predicted or expected.</p> <p>All students made significant improvement on standards on the locally administered SBAC practice test for math, and ELA.</p>
<p>All Students K-12 will receive instruction in Spanish language.</p>	<p>All students K-8 received instruction in Spanish language. 9-12 students had access to Spanish language as an elective.</p>

Expected

Actual

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: Student performance will be monitored for continued improvement on the CAASPP.	Student progress on the CAASPP practice tests were regularly monitored to indicate and project student performance	\$15,000	\$13,613.21
Action 2: Modify master schedule and maintain sufficient teaching staff to provide direct instruction of English Language Development to all English Learners as needed	Master schedule was modified to maintain sufficient teaching staff to provide direct instruction of English Language Development to all English Learners as needed	\$40,000	\$39,005.84
Action 3: Students will be monitored for proficiency on ELA and math standards through three administrations of SBAC practice assessment. Spanish Language Curriculum will be implemented across all grades K-12	CAASPP practice tests were administered quarterly throughout the 18-19 school year	\$7500	\$7,209.31
Action 4: Modify master schedule, and maintain sufficient teaching staff to support Spanish Language Arts as a school-wide core class	Master schedule was modified to maintain sufficient teaching staff to support Spanish Language Arts as a school-wide core class	\$40,000	\$39,005.84

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

Weekly staff meetings and 10 full teacher work days were used throughout the year to analyze data provided from each of the three administrations of the CAASPP practice tests. Data from these tests was used to inform classroom instruction, to individualize support, and to develop class content for intervention classes designed to target areas of weakness for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Evidence indicated that these practices are very effective in improving student performance in 2018-19. Overall students showed improvement in that the number of students in the lowest ranks moved up closer to meeting standards than in the past. The number of students meeting or exceeding standards increased significantly. YCCS believes that the data indicates that the actions and services for goal #1 are valid, relevant, and successful in improving student performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures for 2018-19 and the estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material changes were made to the actions. As CAASPP test results for 2018-19 will not be available until next school-year, it is not possible to evaluate the impact of the goal. However, indications from the past two years of the dashboard SBAC practice tests indicate that YCCS is headed in the right direction as student achievement is increasing each year for all subgroups.

Goal 2

Establish a full-time school counselor to: Manage and maintain a-g courses and AP courses, aide students and parents in course selection, preparation for college, maintain transcripts, assist students in career planning, provide multiple types of counselling as needed, support unduplicated students as needed, and to continue support for all students to help students succeed both socially and academically. The counselor will provide individual assistance for foster, homeless, ELL, disabled, and at risk students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7, and 8

Local Priorities:

Annual Measureable Outcomes

Expected

All core high school class descriptions have been approved by the UC as meeting A-G requirements, including foreign language and G electives. Seven 11th and 12th grade core classes are approved AP classes.

Actual

All classes have been approved by the UC as meeting A-G requirements. The lab construction was completed before the beginning of the 2018-19 school year and the chemistry class was taught this year. Seven core classes for grades 10th, 11th, and 12th grade students have been submitted and approved as AP courses. A full time counselor has been hired.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1: Add A-G Agricultural Chemistry The master schedule will reflect (4) Advanced Placement classes</p>	<p>Ag Chemistry was implemented in 2018-19 and the chemistry lab was completed and opened. Seven AP classes have been added to the master schedule.</p>	<p>\$35,000</p>	<p>\$35,168.21</p>
<p>Action 2: A full time high school counselor will be added to the staff</p>	<p>A full time counselor was hired.</p>	<p>\$70,000</p>	<p>\$64,962.59</p>

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of a-g chemistry has been accomplished. The chemistry lab was constructed and complete for the start of the 2018-19 school year. The counselor position was filled. Seven AP classes were maintained in the master schedule. All core courses for high school students have been submitted and accepted as meeting the UC a-g requirements.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This project is ongoing. The chemistry class was implemented, and the class will be permanently maintained. Seven AP classes were maintained with plans to enhance and expand AP offerings in the future. The search for a qualified counselor was successful, and a counselor was seated in time for the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were not different than expected. The counselor was placed and therefore the expense of hiring a counselor was made. This expense will be budgeted forward. Cost of implementing AP classes was as budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Development and construction of the chemistry lab and chemistry class were completed. AP class approval and maintenance was completed. A suitable counselor was hired in 18-19.

Goal 3

Provide extensive professional development for all teaching staff to improve instructional strategies, refine data analysis and use student performance data more effectively, improve services to significant subgroups, and improve student academic success. Training for 2018-19 will include: building relationships with all students and colleagues, creating a safe environment for learning, and developing self-managing classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7, and 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
School-wide scores for all students will improve on the CAASPP measurably	All students improved, with a slight decline in the white subgroup. CAASPP scores significant improvement. Over the two year period however, there was a sum gain in student improvement. School climate improved greatly with the continued application of techniques from the Capturing Kid’s Hearts training.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1: Use NWEA Map two time per year and SBAC practice tests once per year to monitor student progress and prepare for State Testing.</p>	<p>NWEA was not used in 2018-19. In place of NWEA, the CAASPP practice tests were used.</p>	<p>\$3200</p>	<p>\$3,630.19</p>
<p>Action 2: Provide 10 days of professional development for all teachers for instructional</p>	<p>In-house professional development was provided by Carol Thomas. 10 full days of professional development time was planned and services were provided on a weekly basis</p>	<p>\$5500</p>	<p>\$5,404.80</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
practice and curriculum implementation. Provider TBA	in addition to the professional development dedicated days.		
Provide Capturing Kids Hearts 2 for all employees and Board.	Capturing Kids Hearts 2 was provided for all employees and Board.	\$22000	\$22,500.00

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

NWEA assessments were replaced by SBAC practice assessments. Data was regularly analyzed to determine instruction and to identify areas of need for individuals and groups of students.

All teachers, staff, and Board members participated in the Capturing Kid’s Hearts review

Enhanced discipline strategies reduced incidents of suspension. Schoolwide, suspension was down 5.5%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. SBAC practice assessments were extremely successful. The data gleaned from this assessment directly contributed to more efficient teaching of standards, more targeted intervention and lesson planning and greater success for most students on the SBAC overall.

Professional development was effective and contributed to improved teacher performance and better decision making with regard to necessary future professional development.

Capturing Kid’s Hearts was very successful and continues to be an effective way of maintaining a positive and proactive atmosphere at YCCS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences in budgeted vs actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 4

Improve services to all high school students to ensure high academic achievement, college and career readiness, and successful graduation from high school. Improve and expand CTE career pathways and CTE facilities. Plan and initiate a school-wide AVID program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7, and 8

Local Priorities:

Annual Measureable Outcomes

Expected

Graduation rate will improve. Greater percentage of students will enroll and attend college or vocational training after graduation. Percentage of credit deficient students will decrease bringing more students in line for graduation. High school wide average GPA will improve. Individual student performance will improve by the equivalent of at least one performance band on the NWEA assessments and schoolwide percentage of students who meet or exceed standards on the CAASPP will close the gap, match, or exceed that of YCCS's authorizing agency. Greater percentage of students will meet A-G requirements for UC and CSU enrollment.

Actual

Graduation rate improved by 7.1% reaching a total of 100%. All high school students completed courses which meet the a-g and 100%. All high school students were enrolled in one or more CTE career pathways. CAASPP scores improved schoolwide. There were no academic areas in which any subgroup was more than one achievement band behind any other group and in fact, the achievement gap is closing between the lowest achieving subgroup and the highest. YCCS is closing the position behind its authorizing agency. 6.3% of graduates met the UC's a-g requirements.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action 1: Hire a full-time counselor. Maintain IXL site licenses for all students.</p>	<p>IXL was site licenses were maintained, and a full-time counselor was hired.</p>	<p>\$70,000</p>	<p>\$69,484.59</p>
<p>Action 2: Monitor and support a-g classes, AP classes, CTE classes and career paths</p>	<p>All a-g, AP, and CTE classes were maintained and monitored.</p>	<p>No additional Expense</p>	
<p>Plan and implement a school-wide AVID program. Hire a full-time Counselor</p>	<p>AVID was not adopted or used in 2018-19. A full time counselor was hired.</p>	<p>\$82,500</p>	<p>\$64,962.59</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

The new counselor worked closely with the Dean of student success and academics training to take over the counseling and student success program. Most graduates met a-g and for the first time students from YCCS applied for and were accepted to California UCs and CSUs. Most students improved scores on state testing.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Graduation rate increased to 100%. All graduates have stated intention to continue on to college. All graduates have participated in one or more CTE pathways and several have completed one or more career pathways. Scores for the fall of 2018 were significantly improved school-wide. YCCS remains fully accredited.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of a full time counselor was expended. The combination of a full time counselor and a dean were more than the anticipated budget. However, the two positions were only maintained during a training period in 2018-19. The dean position will be eliminated in 2019-20 and will be replaced with a clerical position to support the student success team. There were no other differences between budgeted expenditures and estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to the goal.

Goal 5

Parent Advisory Committee. Maintain a Student Board Member. Increase efforts to include students, parents, and stakeholders in decision making.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6, and 8

Local Priorities:

Annual Measureable Outcomes

Expected

In 2018-19, the number of parents regularly attending PAC meetings will double
In 2018-19, ASB minutes and Board minutes will indicate student involvement in schoolwide decision making.
In 2018-19 the elected ASB President will be seated as the Student Board Member for YCCS

Actual

A parent liaison was assigned to help facilitate PAC meetings. The number of parents attending did not meet expectations although all meetings were held regularly and as scheduled. In spite of aggressive communication the number of parents participating was inconsistent.
The ASB minutes reflect meeting opportunities for students to be involved directly with schoolwide decision making.
The ASB President was seated as a Student Board Member and attends all open session meetings and participates regularly in board discussions and decision making.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: One volunteer will organize and help develop the PAC and encourage parent involvement.	One volunteer organized and helped develop the PAC and encourage parent involvement.	\$1000	\$681.39
Action 2: Develop and use parent and student surveys on school climate, WASC goals, school decision making, and LCAP.	Parent Surveys were developed and used for students, and parents.	\$1000	\$820.00

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

The ASB president served as a student board member. The Parent Advisory Committee realized spotty attendance in 18-19. Parent surveys were conducted to gain parent input for the WASC, LCAP, and school climate efforts. Formal letters, flyers, and phone calls to all parents were used in an effort to recruit more involvement in the PAC. Surveys were conducted at the Spring Festival to gain parent input, and all students were surveyed during the fourth quarter.

ASB participated regularly in schoolwide decision making at both the school level and at the Board level.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PAC attendance still needs much attention. ASB performed well as student leadership and helped with critical information toward the completion of the LCAP. Student involvement increased in 2018-19. Serious effort continues in the area of parent involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal was changed to eliminate the addition of students to the parent advisory committee. This was done because parent attendance is still very unreliable and ASB has taken a much more active role in securing student input regarding all aspects of the school.

Goal 6

Expand and improve services to ELL students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7, and 8

Local Priorities:

Annual Measureable Outcomes

Expected

Both SPED and EL students will improve scores on the CAASPP.
There will be one full time and at least one part time SPED teacher employed at YCCS.
There will be one full time ELD/Spanish teacher employed at YCCS and at least one aide.

Actual

Both SPED and EL students showed improvement on CAASPP scores for both math and ELA.
SPED students were served by one full time and one part time SPED teachers.
Two full time ELD/Spanish teachers were included in the faculty of YCCS.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: Expand and improve ELD services	ELD services and Spanish language services were expended school-wide	\$5000	\$4310.87

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

In Order for both SPED and EL students will improve scores on the CAASPP:
There was one full time and at least one part time SPED teacher employed at YCCS.
There were two full time ELD/Spanish teachers employed at YCCS and one aide.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SPED and EL students showed academic growth on the CAASPP in both math and ELA. 54% of RFEP students at YCCS met or exceeded standards on the CAASPP in ELA and 31% met or exceeded math standards. This demonstrates that the actions of YCCS are having a positive effect on student progress and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 6

Expand and improve services to Special Education students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7, and 8

Local Priorities:

Annual Measureable Outcomes

Expected

Both SPED and EL students will improve scores on the CAASPP.
There will be one full time and at least one part time SPED teacher employed at YCCS.
There will be one full time ELD/Spanish teacher employed at YCCS and at least one aide.

Actual

Both SPED and EL students showed improvement on CAASPP scores for both math and ELA.
SPED students were served by one full time and one part time SPED teachers.
Two full time ELD/Spanish teachers were included in the faculty of YCCS.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: One part-time SPED teacher will be maintained and one fulltime SPED teacher will be hired.	One part-time SPED teacher and one full-time SPED teacher were maintained.	\$68,133	\$79,984.16

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

In Order for both SPED and EL students will improve scores on the CAASPP:

There was one full time and at least one part time SPED teacher employed at YCCS.

There were two full time ELD/Spanish teachers employed at YCCS and one aide.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SPED and EL students showed academic growth on the CAASPP in both math and ELA. 54% of RFEP students at YCCS met or exceeded standards on the CAASPP in ELA and 31% met or exceeded math standards. This demonstrates that the actions of YCCS are having a positive effect on student progress and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Teachers participate in the development of LCAP through weekly staff meetings, and then staff development days in which time is set aside for teachers to express needs and suggestions for use of LCFF funds. Teacher training days were scheduled for Aug. 1,2,3, and 31, Oct. 8, Dec. 17, 2018 and Jan. 7, and May 28,29,and 30, 2019.

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

Parents are invited monthly to the Parent Advisory Committee meetings. These meetings are a monthly opportunity for parents to become involved in the school and to discuss and suggest how LCFF funds can best be used at YCCS. Parents are also encouraged to attend meetings of the board and particularly public hearings specifically designed to allow public and parent input into the development of the LCAP and use of LCFF funds. LCAP public hearings were scheduled for Feb. 6, March 6, and April 3. Staff meetings specifically for LCAP were Feb 4, March 4, and April 1, May 30, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

YCCS is dedicated to transparent operations. Both formal and informal meetings and through gathering of data from surveys, YCCS makes every effort to be very informed on the wants, needs, and expectations of its students, parents, staff, faculty, and community. Consultation with the school community have a large impact on development of the LCAP and the use of LCFF funds. In particular, students have a very prominent voice in the direction and development of the school's programs, activities, and academic improvements. The YCCS LCAP takes into consideration the concerns of all of its school community and is heavily impacted by these consultations.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Implementation and support of Curricula that meets State standards and individualized support for the success of all unduplicated pupils. Support math and ELA Curricula and provide sufficient professional development to maximize implementation of K-12 curricula using best practices and strategies for optimized student achievement and success for all unduplicated students. Adopt new social science and science curricula and provide professional development for each. Maintain Spanish Language as a core instructional program and provide ELD instruction as needed to all EL students. Maintain a full-time counselor, and fully staff the Student Success Team to address the needs of homeless, foster, disabled, underrepresented, and ELL students as needed. Maintain status of all A-G classes and plan for expansion of offerings. Ensure that all teachers are appropriately credentialed and that all students have equal access to core curricula.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,and 7

Local Priorities: Full-time counselor and fully staffed Student Success Team

Identified Need:

Standards-based math and ELA curricula, Standards-based social science and science curricula, As state standards are developed the school needs to evaluate and adopt new social science and science curricula that support state standards. YCCS must support ELL students with programs that has been proven to accelerate attainment of English language skills. Spanish language is an advantage to which all students should have access. Career and guidance counseling is essential to the success of all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall performance on CELDT Test / ELPAC	46 students tested 7% Advanced 26% Early Advanced 39% Intermediate 22%Early Intermediate 7% Beginning	71 Students Tested 21.3% Adv. (Level 4 ELPAC) 57.7 Early Adv.(Level 3 ELPAC) * Intermediate (Level 2 ELPAC) *Beginning (Level 1 ELPAC)	[Add outcome here]	[Add outcome here]
CAASPP ELA Meeting or Exceeding Standards	18% meet or exceed	25.73% meet or exceed	33.83% meet or exceed	[Add outcome here]
CAASPP Math Meeting or Exceeding Standards	12% meet or exceed	19.26% meet or exceed	25.38% Meet or exceed	[Add outcome here]
CAASPP ELA % Decrease in Students not Meeting Standards	%58 not met	44.85% not met	36.09% not met	[Add outcome here]
CAASPP Math % Decrease in Students not Meeting Standards [Add metric here]	%71 not met	53.33% not met	47.01% not met	[Add outcome here]
High School Graduation Rate	90.5% Grad Rate	100% Grad Rate	N/A	[Add outcome here]

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add selection here]

[Empty selection box]

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ten full school days will be provided for School-wide best practices professional development training for all teachers. Individualized opportunities for conferences, seminars, and trainings will be made available to all classroom teachers

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ten full school days will be provided for School-wide best practices professional development training for all teachers. Individualized opportunities for conferences, seminars, and trainings will be made available to all classroom teachers

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

ELA/Math/SS/Sci. PD Support - \$23,976; Social Science and Science Curriculum Adoption - \$60,000; Spanish Language – \$127,092; ELD instruction - \$20,000; Counselor - \$65,746; Intern counselor - \$43,687; Student Success Secretary/Homeless-Foster Liaison - \$49,565; Induction; \$20,375

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	NA	NA	\$410,441
Source	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	Resource 6264, Object 4310	Resource 6462, Object 4310	Resource 6462, Object 4310

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Develop and support a broad

course of study for all students. Help students succeed both socially and academically. A teacher will be provided to offer social intervention and teachers will provided academic intervention as needed. An Academic Decathlon class and teacher will be provided to enhance the academic experience for high school students and to provide social learning opportunities coupled with academic opportunity. Parents will be enlisted to support the Academic Decathlon Team and to engage with the general population of the campus through promotion of the Academic Decathlon Team and other enrichment classes including Drama, Art, Music, and CTE classes. Advanced classes and AP Classes will be offered primarily to meet the needs of unduplicated pupils and provide them with high level academic instruction. All students will have access to these classes and programs. Continued growth of the CTE program ensures and enhances a broad course of study, career opportunities, and exposure to multiple career and college options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7, and 8

Local Priorities: provide specific instruction, support, and counselling for foster, homeless, disabled, ELL, and at risk students

Identified Need:

There is a need for support, instruction, and counseling both academically and socially for all students, and to provide access to a broad course of study for all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	90.5%	100%	[Add outcome here]	[Add outcome here]
Students applying to CSU or UC	0%	6.3%	19%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students accepted to CSU or UC	0%	6.3%	19%	[Add outcome here]
Students with a-g classes	100%	100%	100%	[Add outcome here]
Students enrolled in Community College	100%	100%	[Add outcome here]	[Add outcome here]
Students enrolled in career training	0%	5.8%%	[Add outcome here]	[Add outcome here]
Students entering military service	0%	5.8%	19%	[Add outcome here]
Students continuing education after graduation	Data Not Available	100%	100%	[Add outcome here]

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add selection here]

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Hire a part-time school counselor

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Hire a full-time counselor

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain art, drama, Academic Decathlon, and social intervention programs and teachers – Teacher 1 - \$39,849; Teacher 2 - \$13,990; AP Teachers – AP Teacher 1 - \$15,536; AP Teacher 2 - \$14500; AP Teacher 3 - \$14362; AP Teacher 4 - \$18,571. Supplies and materials for Aca Deca - \$10,000. Supplies and materials for AP and CTE classes - \$25,000. Supplies and materials for Music and Drama - \$15,000. CTE – Facilitator - \$17498. Chemistry Teacher - \$14,362. Chemistry Supplies - \$5,000.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	NA	NA	\$203,668
Source	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	Resource 0000, Object 1200	Resource 0000, Object 1200	Resource 0000, Object 1200

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Improve school climate and parent involvement. Provide Training in Capturing Kids' Hearts for all employees and board members to improve and enhance the educational experience and to promote a safe and productive environment for all students. Training for 2016-17 will include: building relationships with all students and colleagues, creating a safe environment for learning, and developing self-managing classrooms. Support and develop the Parent Advisory Committee. Support ASB. Provide training for the members of the board. Provide a vice principal to support student behavior and school climate. Engage or employ personnel to enhance advertising and make use of social media to increase parent and community involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, and 8
 Local Priorities: [List Local Priorities here]

Identified Need:

There is a need to keep up with new developments in standards and educational trends and research, and to continue to foster and develop a positive climate for student learning. Part of this includes enhanced parent involvement and improved discipline policies and practices.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate	21.4% All Students 10% EL 22.6 SED 19.1% Disabled 20.2 Hispanic 23.5% X2 Races 22.7% White	10.3% All Students 12.7% EL 10.2% SED 22.6% Disabled 11.6% Hispanic 7.7% 2 Races 7.3% White	4.8% All Students 3.4% EL 4.6% SED 3% Disabled 3.5% Hispanic 7.7% 2 Races 7.1% White	[Add outcome here]
Suspension Rate				
Expulsion Rate	.004	0%	0%	[Add outcome here]
CAASPP Math met standards	12% meets or exceeds	19.26%	25%	
CAASPP ELA met standards	18% meets or exceeds	25.73%	34%	[Add outcome here]
CAASPP Math standards not met	71%	53.33%	47.01%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA standards not met	58%	44.85%	36.09%	[Add outcome here]
Student Satisfaction Survey	NA	88% satisfied 0% somewhat satisfied 12% not satisfied	[Add outcome here]	[Add outcome here]
Parent Satisfaction Survey	NA	90% satisfied 10% somewhat satisfied 0% not satisfied	[Add outcome here]	[Add outcome here]

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add selection here]

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Use NWEA Map and SBAC practice tests to monitor student progress and prepare for State testing each quarter

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Use NWEA Map two time per year and SBAC practice tests once per year to monitor student progress and prepare for State Testing.

Select from New Action, Modified Action, or Unchanged Action:

Changed Action

Support development of Parent Advisory Committee promote parent involvement and support school climate through social media - \$30,000; Train all employees and board members in Capturing Kids' Hearts - \$35,000; ASB advisor - \$8000, Board Training - \$3000; Vice Principal - \$70,300

2019-20

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	NA	NA	\$146,300
Source	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	Resource 0000, Object 1200	Resource 0000, Object 1200	Resource 0000, Object 1200

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 580,139

Percentage to Increase or Improve Services:

27.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

A foster and homeless Liaison will be assigned and maintained supporting unduplicated pupils including socio-economically disadvantaged students. 92% of the counselor's time will be dedicated to unduplicated pupils. 92% of all efforts and expenditures to improve school climate, parent involvement, support for a broad course of study, professional development, and all services and materials will be dedicated to unduplicated pupils.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?