LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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 County Office of Education

Contact Name and Title	Rocco N. Greco Principal,	Email and Phone	Rocco.greco@yubacharterschool.org (530)749-4001

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Yuba County, formed in 1850, is one of the original counties in California. Located about 43 miles north of Sacramento, the County traverses the western slope of the Sierra Nevada Mountains and along the valley floor to the confluence of the Yuba and Feather Rivers. Yuba County is bordered by Sutter, Butte, Plumas, Sierra, Nevada, and Placer Counties. The smallest mountain range in the world, the Sutter-Buttes provides a visually stunning western backdrop to the otherwise geographically desolate valley floor.

Today 12,213 of Yuba County's 73,340 residents live in the county seat of Marysville. The others are spread out in the surrounding communities which feature many abandoned gold mines, levees, unincorporated towns, random housing developments, fruit orchards, rivers, and fertile farmland. Marysville is contained from growth by its surrounding levees. These levees remain unbroken and have saved the historic town from many major local flood events over the past 100 years. Surrounding these levees to the South are Olivehurst and Linda, where about 14,000 of our most impoverished citizens reside. To the West is the Feather River and Sutter County. To the north is District 10 and a few thousand scattered residents. The foothills have scattered towns of with a population between 200 – 2000 apiece. Ranging from Hallwood and Loma Rica, to Strawberry Valley, Dobbins and La Porte, these towns are micro cultures that in many ways tie us back to our gold mining roots.

The communities have pockets of affluence, but are primarily poor and lower-middle class families. Eleven of the surrounding thirteen Marysville Joint Unified School District (MJUSD) elementary schools are Title I schools. When Yuba County Career Preparatory Charter School (YCCPCS) was opened, the average high school completion rate of the comprehensive high schools in the areas was 50%. Currently 94% of our student population at YCCPCS qualify as low socioeconomic.

YCCPCS is an alternative, CTE based charter school. Developed to meet the needs of students who were not successfully completing other local school programs, we remain the only vocationally based option available. In 1994; the dropout rate was an alarming 50% of students. In 2012 the charter was revised to meet the changing educational landscape of education in California and the focus on the California Common Core Standards and its focus on college and career readiness. Today, local districts have developed more in house continuation programs, retaining more of their at risk students. Due to this, YCCPCS had experienced a steady decrease in enrollment up through the first year of our WASC term. We have stabilized and begun slow calculated growth based on revision of existing programs.

Yuba County Career Preparatory Charter School is organized to serve students and families who have chosen a Personalized Learning Program for some of the following reasons: High-risk of not successfully achieving high school graduation, expulsion, tailored remedial programs, health reasons, work, family obligations, practical career readiness and a general sense of not fitting at a larger comprehensive high school. We serve students with an 8 period modified block day that allows students to not just remediate lost skills and access grade level curriculum through hands on

learning scenarios, but also gain real world skills that will carry them directly into career path jobs straight out of high school.

LCAP HIGHLIGHTS

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

This years LCAP continues to focus on specific areas of growth across the school. The diagnosed area of deficiency in our scores begins with student entry level. Students come in at varying levels of deficit after struggling at main stream schools. Proper diagnosis and intervention along with a varied, hands on curricular model is approach to closing these achievement gaps. Internal data shows growth through the year for individual students, but our intervention model requires time to be able to fully rectify deficiencies. Highly mobile students have greater difficulties in math statistically. Increasing achievement in Math is our first priority as our students are coming in, far below grade level. Cross-curricular implementation to support ELA and Math achievement via implementation across CTE programs remains a priority. Building school culture and student continuity are crucial in the development of a learning culture and continue to be a focus. Finally this years plan adds expenditures in the areas related to externship and extending student learning outside the regular school day. Finally the continuation of our technological programs used to support student learning will continue to be implemented across the curriculum and facilitate the last phase of creating an A-G track for IS.

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

After reviewing our progress from 2016-2017 we are most proud of the cultural shift in the school and the alignment of CTE programs to the local Jr. Colleges. This last year was about creating clear CTE pathways that were are able to be linked to local industry and hiring needs, as well as college articulation.   In this area we completed 50% of the goal and hope to complete articulation for the remaining courses this year. This last year our SBAC scores rose considerably. These jumps moved more students from far below basic, where most of our students enter, to either proficient or approaching proficient. On state indicators we are making good growth as a school, but even more noticeable growth based on a data analysis of value added. This is an internal measure as currently SBAC testing does not test annually for comparison.

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

As an ASAM school, our dashboard does not show any area's in the Red or Orange range this year. However we have definite areas of improvement across the board to work on. Our Math scores are catching up to our ELA scores, which continue to climb. Both scores are well below state average currently. Our local indicators are showing improvement. Local indicators include attendance. Not just ADA attendance, but attendance at supplemental services and campus based classes.

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

The overall academic achievement at the school is still below average. There is no one large subgroup that is lower than the rest. However our low SES population is the entire school. This is the purpose of this Charter, to go after students that have either dropped out, or are wanting to drop out and help re-mediate their lost skills. We continue to see value added growth, however our achievement across the board still needs to continue to improve. The steps we are taking are to: continue training for best practices, aligning our CTE and core academic curriculum to help support literacy and math acquisition, create coherent CTE pathways and focus on student culture and student mobility. We are also offering more intensive counseling and intervention services tailored from the individual students ILP's.

INCREASED OR IMPROVED SERVICES

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.

This is addressed in all of our sections as our entire school are low SES.

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	$49,400
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$49,400.00

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.

Our area's that are summarized in the LCAP run universally through our funding model. Our goals are to create a culturally accepting school that facilitates the growth of traditionally non-academic students. Our expenditures are all related to either curriculum (both assistive and core), facilities (CTE Shop space for Welding, auto and other designated pathways), and teacher development (Including best practices).

$	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

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	Improve Student Learning

State and/or Local Priorities Addressed by this goal:

STATE	☒ 1	☒ 2	☐ 3	☒ 4	☒ 5	☐ 6	☒ 7	☒ 8
COE	☐ 9	☐ 10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Increase graduation rate for all student subgroups to meet or exceed state average by June 2017 via incremental growth. Local measures: Percentage of students who are enroll in college or are employed in career in their chosen pathway. Maintain 100% compliance in Williams; Highly Qualified Teachers, Instructional Materials Sufficiency, and well maintained facilities. implement with fidelity a benchmark system to measure successful implementation of State Standards aligned instruction. Offer a master schedule including course access to meet graduation and career readiness standards. Create A-G IS courses. Improve Reclassification of English Learners and English Language proficiency rates.	We have created an internal system of benchmarks and implemented Illuminate as our system for monitoring student progress in classes and on benchmarks. We are implementing portfolium to help in tracking our post graduate career results. Our EL reclassification has stayed proportionately the same, but our size of EL population has decreased. Our graduation rate is slowly increasing, however the nature of our charter for dropout prevention leads to fluctuations in this number. Syllibi were created to begin A-G courses for IS. Classes in personal finance and life skills were added. We maintained our highly qualified status in all Williams areas.

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.

Action   **1**

Actions/Services	**PLANNED** Curriculum and Instruction	**ACTUAL** 1.1 Continue to train and provide additional supports and services to accelerate student achievement in mathematics and literacy.

1.1 Continue to train and provide additional supports and services to accelerate student achievement in mathematics and literacy.

1.2 Continue to train and implement Odesseyware and Illuminate software.

1.3 Implement and train on Edmentum accusess intervention and course library for strategic math and ELA/ELD intervention run STAR in parrallel to compare control effect.

1.4 Increase fitness and wellness standards into curriculum and senior project.

1.5 Professional development on classroom management and course specific instruction.

1.6 Continue to increase collaboration between academic core and increase CTE course offerings to master schedule.

- summer training, material adoptions, weekly articulation and benchmark creation.

1.2 Continue to train and implement Odesseyware and Illuminate software.
- Implemented Illuminate and added 4 core benchmarks per subject. Odesseyware was replaced by Edmentum with far better diagnostic and course completion results.

1.3 Implement and train on Edmentum accusess intervention and course library for strategic math and ELA/ELD intervention run STAR in parallel to compare control effect.

- Compared effect, Edmentum product accusess provides the best diagnostic and prescriptive interventions as measured by student progress on remediation of reading and math levels. Course library being utilized by IS and Day students with increasing success.

1.4 Increase fitness and wellness standards into curriculum and senior project.

- no quantifiable data is available. We feel this area still needs work. PFT scores show a population in need of physical intervention.
Will continue this goal and look for ways to increase student health habits. Added increased section of Health this year.

1.5 Professional development on classroom management and course specific instruction.
- On site and off site PD, PLC articulation and peer observations.

1.6 Continue to increase collaboration between academic core and increase CTE course offerings to master schedule.
- Teachers have begun pairing courses and CTE has increased required literacy and math skills required to access the program. evidence in curriculum binder. Program still in infancy and needs development.

Expenditures

<table>
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BUDGETED

1.1 Purchase new ELA and Math curriculum focused on standards based education for our specific population of at risk students. 4000-4999: Books And Supplies Concentration $10,000

1.2 Purchase site licenses for Illuminate, STAR and OWARE 5000-5999: Services And Other Operating Expenditures Concentration $20,000

1.3 Maintain contracts and train new staff 5000-5999: Services And Other Operating Expenditures Concentration $8,000

1.4 Staff to integrate standards with summer stipend 2 teachers, 2 weeks. 1000-1999: Certificated Personnel Salaries Concentration $2,000

1.5 Train staff on site during articulation on restorative 1000-1999: Certificated Personnel Salaries Concentration $2,000

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ESTIMATED ACTUAL

1.1 Purchase new ELA and Math curriculum focused on standards based education for our specific population of at risk students. 4000-4999: Books And Supplies LCFF $10,000

1.2 Purchase site licenses for Illuminate, STAR and OWARE 5000-5999: Services And Other Operating Expenditures Concentration $20,000

1.3 Maintain contracts and train new staff 5000-5999: Services And Other Operating Expenditures LCFF $8,000

1.4 Staff to integrate standards with summer stipend 2 teachers, 2 weeks. 1000-1999: Certificated Personnel Salaries LCFF $2,000

1.5 Train staff on site during articulation on restorative 1000-1999: Certificated Personnel Salaries Concentration $2,000

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Action **2**

Actions/Services

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PLANNED

Training and Standard based education

2.1 Training during articulation PLC's on newly adopted English, Math and CBL curriculum.

2.2 Staff training release time and conference costs associated with new digital curriculum.

2.3 Purchase new digital curriculum

2.4 Add required technology to drive 21 century educational curriculum.

2.5 Create spiral standard between core academics and CTE course offerings.

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ACTUAL

Training and Standard based education

2.1 Training during articulation PLC's on newly adopted English, Math and CBL curriculum.

- Weekly articulation meetings on MVP, Engage New york, Illuminate, benchmark creation and implementation as well as best practices for standards based instruction.

2.2 Staff training release time and conference costs associated with new digital curriculum.

- Staff attended training, on and off site. Release time for curriculum and assessment data. Release time for peer observation and PLC cohort time.

2.3 Purchase new digital curriculum

- MVP and Engage New York, Edmentum and other site licences.

2.4 Add required technology to drive 21 century educational curriculum.

- Chrome book cart in every classroom, 2:1 on devices currently

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2.5 Create spiral standard between core academics and CTE course offerings.

- Still in progress, PLC cohorts have met and begun to articulate literacy across CTE first.

Expenditures

BUDGETED

2.1 Possible outside contractors to present best practices to augment internal staff work 5800: Professional/Consulting Services And Operating Expenditures Concentration $3,000

2.2 Substitute teachers to allow for cross curricular observation of best practice in regards to curriculum implementation 1000-1999: Certificated Personnel Salaries Concentration $8,000

2.3 To bring text to match common core goals and standards 4000-4999: Books And Supplies Concentration $30,000

2.4 Smartboards, chromebook cart, desktops and tablets 6000-6999: Capital Outlay Concentration $40,000

2.5 Teacher release time or supplemental contracts 1000-1999: Certificated Personnel Salaries Concentration $10,000

ESTIMATED ACTUAL

2.1 Possible outside contractors to present best practices to augment internal staff work 5800: Professional/Consulting Services And Operating Expenditures LCFF $3000

2.2 Substitute teachers to allow for cross curricular observation of best practice in regards to curriculum implementation 1000-1999: Certificated Personnel Salaries Concentration $8000

2.3 To bring text to match common core goals and standards 4000-4999: Books And Supplies LCFF $30000

2.4 Smartboards, chromebook cart, desktops and tablets 6000-6999: Capital Outlay $40000

2.5 Teacher release time or supplemental contracts 1000-1999: Certificated Personnel Salaries $10000

Action 3

Actions/Services

PLANNED

Immediate student feedback

3.1 Counsel students on graduation pathways and college to career prospectus.

3.2 Move to quicker feedback cycle for at-risk student achievement, monthly credit summaries.

3.3 Create Level system to further grow PBIS program

ACTUAL

Immediate student feedback

3.1 Counsel students on graduation pathways and college to career prospectus.

- Implemented ILP's with counselor and pathway management. Continuing efforts to increase school to employment linkage.

3.2 Move to quicker feedback cycle for at-risk student achievement, monthly credit summaries.

- Illuminate gradebook online live for all parents. Increased progress and report card distributions.

3.3 Create Level system to further grow PBIS program

Expenditures

BUDGETED	ESTIMATED ACTUAL
3.1 Maintain full time VP/Counselor 1000-1999: Certificated Personnel Salaries Concentration $22,800	3.1 Maintain full time VP/Counselor 1000-1999: Certificated Personnel Salaries Concentration 22800
3.2 Print cost additional clerical hours 5000-5999: Services And Other Operating Expenditures Concentration $3,000	3.2 Print cost additional clerical hours 5000-5999: Services And Other Operating Expenditures Concentration 3000
3.3 Maintain PBIS systems 5000-5999: Services And Other Operating Expenditures Concentration $5,000	3.3 Maintain PBIS systems 5000-5999: Services And Other Operating Expenditures Concentration 5000

Action **4**

Actions/Services

PLANNED	ACTUAL
School and community culture and partnerships	School and community culture and partnerships
4.1 Improve school culture as demonstrated through suspension and persistence rates.	4.1 Improve school culture as demonstrated through suspension and persistence rates.
4.2 Increase community partnerships leading to student apprenticeships and jobs.	4.2 Increase community partnerships leading to student apprenticeships and jobs.
4.3 Utilize existing CTE programs to promote all CTE pathways.	4.3 Utilize existing CTE programs to promote all CTE pathways.
4.4 Complete all 2 + 2 articulation for all CTE courses with CC system	4.4 Complete all 2 + 2 articulation for all CTE courses with CC system

Expenditures

BUDGETED	ESTIMATED ACTUAL
4.1 PBIS rewards and motivational activities 4000-4999: Books And Supplies Concentration $5,000	4.1 PBIS rewards and motivational activities 4000-4999: Books And Supplies Concentration 5000
4.2 No incurred expense currently planned	4.2 No incurred expense currently planned
4.3 Release time to articulate remaining programs with the college 1000-1999: Certificated Personnel Salaries Concentration $4,000	4.3 Release time to articulate remaining programs with the college 1000-1999: Certificated Personnel Salaries Concentration 4000
4.4 Contract hours to add supplemental meetings to coordinate programs 0001-0999: Unrestricted: Locally Defined Concentration $1,000	4.4 Contract hours to add supplemental meetings to coordinate programs 0001-0999: Unrestricted: Locally Defined Concentration 1000

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We were able to implement all of the stated actions. All of the goals are multi year implementations taht will continue into the next two years.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions were highly effective. Local measures show great progress in attendance, pathway completion and academic achievement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We expended all funds we expected to expend.
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.	Based on our evaluation there are several areas we need to improve in our implementation. Now that we have created internal local benchmark exams we need to correlate those to the state examinations. This will occur over the next three years as we continue to adapt our benchmarks to be predictive of success on SBAC testing.

Annual Update

LCAP Year Reviewed: 2016-17

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 2	Continue to increase attendance rate

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Students will demonstrate an increase in school contentedness, academic motivation, caring adult relationships, high expectations and meaningful participation when compared to spring 2016. This will be measured by rate of student persistence, discipline rates, and attendance. 2. We will reduce rate by 2.5% in Year 2016-2017 when compared to our truancy, tardy and absenteeism rates in 2015-2016.	The school has increased its school connectedness. This is demonstrated through the increase in student attendance and persistence in the program. Many of our students are entering their third year with the school. Our suspension per capita have decreased while the school had no expulsions this year.

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.

Action 1

Actions/Services

PLANNED	ACTUAL
Culture and attendance 2.1. Increase positive interactions and events schoolwide facilitating internal culture development	

2.2 Motivational assemblies and rewards (PBIS and beyond)

2.3 Increased elective opportunities to increase student buy in. All electives centered on literacy skills development.

2.4 Contract Friday after school rewards events (Focus on fitness, MMA, yoga, contractors)

Expenditures

BUDGETED	ESTIMATED ACTUAL
2.1 Assistant principal in conjunction with counselor funds 1000-1999: Certificated Personnel Salaries Concentration $50,000	2.1 Assistant principal in conjunction with counselor funds 1000-1999: Certificated Personnel Salaries Concentration 50000
2.2 . Rewards, speakers, contracts 5000-5999: Services And Other Operating Expenditures Concentration $5,000	2.2 . Rewards, speakers, contracts 5000-5999: Services And Other Operating Expenditures Concentration 5000
2.3 Purchase guitars, strings materials. Add Freedom Writers, drama, intro guitar class 4000-4999: Books And Supplies Concentration $10,000	2.3 Purchase guitars, strings materials. Add Freedom Writers, drama, intro guitar class 4000-4999: Books And Supplies Concentration 10000
2.4 Contract at $40hr for services plus creating facility and purchasing equipment 5000-5999: Services And Other Operating Expenditures Concentration $10,000	2.4 Contract at $40hr for services plus creating facility and purchasing equipment 5000-5999: Services And Other Operating Expenditures Concentration 10000

Action 2

Actions/Services

PLANNED	ACTUAL
2.2. Increase enrollment and participation in engaging CTE programs (pathways, linked learning, students organizations) to increase opportunities for career exploration and career planning to support academic growth and personal aspirations	

Expenditures

BUDGETED	ESTIMATED ACTUAL
(Teacher salary, Admin support) 1000-1999: Certificated Personnel Salaries Concentration $37,900	(Teacher salary, Admin support) 1000-1999: Certificated Personnel Salaries Concentration 37900

Action 3

Actions/Services

PLANNED	ACTUAL
2.3. Provide additional supports and services to increase school connectedness and students' social-emotional well-being, including reducing chronic absenteeism and reducing the number of students who report being bullied or harassed at school. Examples: anti-bullying programs, counselors, wellness coordinators, paraprofessionals, vice principals, etc	

Expenditures

BUDGETED	ESTIMATED ACTUAL
(teacher training hourly cost/contract trainer services) 5000-5999: Services And Other Operating Expenditures LCFF $5,000	(teacher training hourly cost/contract trainer services) 5000-5999: Services And Other Operating Expenditures LCFF 5000

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We made measurable progress on the goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student services and intervention have increased, better servicing all students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	THey were in line. We spent funds above and beyond on the goals from different grant revenue streams.
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.	THe goal is on-going until ASAM schools begin to get dashboard data and then we may look at adjustments.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 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?

Yuba County Career Preparatory Charter School continues to support a collaborative and participatory approach in the LCAP Annual Update and Review process. This year the process was enhanced, as the YCOE Board of Education, Parents, and the Community have also engaged in development of the LCAP.
A review of last year's LCAP by charter school and YCOE staff, resulted in the need to critically evaluate the goals within the LCAP, with the intent to ensure alignment with the Charter mission and strategic plan. After presenting the progress update, stakeholders were asked to participate by providing input on areas of progress, priority areas on which the school should continue to focus, and input of ways to improve the LCAP process. A highlight for the LCAP update and review this year was the opportunity to include input from stakeholders at Yuba County Office of Education, and Thomas E. Matthews school.

Availble and calendared Thursday parent office hours with the principal form 8am - 9am every week.

Public forum and via webpage submission via email.

Opportunity for stakeholder input in identifying goals for re-mapping, and mission alignment was provided through Charter advisory board conversations, LCAP/Strategic Plan stakeholder meetings, and the stakeholder surveys. The process for receiving input involved reviewing update progress and rating areas of continued priority, reviewing strategic planning/LCAP priorities and rating areas of priority.

The involvement process this year allowed for multiple pathways and opportunities for stakeholders to participate. The pathways included providing input at the February, April, and May Charter Advisory meetings; The April and May community stakeholder meetings; stakeholder surveys, which were designed to provide a broad perspective from various stakeholders, i.e. school site staff, school staff, students, parents, and community members.

The agendas for each of these pathways were to review the overall purpose of the LCAP, and to provide an update as to progress made toward established goals for this year. As metrics for many of academic achievement goals were unavailable, available information was provided on goals based on broad categories of conditions of learning, available data on pupil achievement, and school based information on engagement, activities, and events that reflect improvements in levels of parent involvement, as well as information reflecting school contentedness and school climate.

Stakeholder involvement in the annual update and input for revisions is reflected in the processes noted in the section above. Additionally, on May 7th, a Charter Advisory Board meeting was held with members from the charter school staff, parents, student leadership, and YCOE staff members to review further progress updates on the original LCAP goals and to review the LCAP goals. Members participated in small group review and discussion of the status of the original LCAP goals, progress made toward achievement of expected outcomes, and a review of the planned and actual actions. Information was shared on the on the status of school achievement data and required state metrics that would be available in the fall. A review of the re-mapped LCAP goals was conducted, along with a draft proposals for the revised the LCAP goals. Board members provided input and feedback throughout the meeting. Additional written feedback was received from the board after the meeting. The principal is providing written responses to Board feedback, prior to the adoption of the new LCAP at Charter Advisory Board meeting expected in June.

IMPACT ON LCAP AND ANNUAL UPDATE

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

During the ongoing process of progress monitoring, updating and reviewing the original LCAP goals, YCOE staff and other feedback sources indicated the need for critical analysis of each of the goals. Through this process, it was determined that the original goals could be considered as action steps, under a more broad goal that would align with our mission

statement and strategic plan. Stakeholder input obtained through the surveys, stakeholder meetings, and the Charter Advisory Board identified the following on priority areas to consider in the re-mapping and revising of LCAP goals: Improve Student Learning and Reduce Student Absenteeism.
The stakeholder meetings identified priorities above. A review of available school data and reflections from our update meetings supported the identification of needs, and informed the re-mapping process.

Stakeholders sharing areas of concern or growth

Focus on Mathematics rigor and integration of new high demand CTE programs for following year.

Focus on integrating core curriculum into project based learning in CTE courses.

Ongoing progress monitoring, and updating of each of the original LCAP goals, along with feedback from stakeholders regarding focus and priority areas as noted from stakeholder meetings, and survey input, resulted in re-mapping of the original goals into the creation of two new broad LCAP goals.
The proposed two new broad goals were reviewed to ensure alignment with the 8 priorities, and considered the progress made on the Annual Update, current needs as evidenced by available school data, local priorities, and alignment with the mission and strategic plan.

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.

☐ New	☐ Modified	☐ Unchanged

Goal 1 — Improve Student Learning

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need: Mathematics, new adopted curriculum in core areas, teacher training and student services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Increase graduation rate for all student subgroups to meet or exceed state average via incremental growth. Local measures: Percentage of students who are enrolled in college or are employed in career in their chosen pathway. Maintain 100% compliance in Williams; Highly Qualified Teachers, Instructional Materials Sufficiency, and well maintained facilities. implement with fidelity a benchmark system to measure successful implementation of State Standards aligned instruction. Offer a master schedule including course access to meet graduation and career readiness standards. Create A-G IS courses. Improve Reclassification of English	Increase graduation rate for all student subgroups to meet or exceed state average via incremental growth. Local measures: Percentage of students who are enrolled in college or are employed in career in their chosen pathway. Maintain 100% compliance in Williams; Highly Qualified Teachers, Instructional Materials Sufficiency, and well maintained facilities. implement with fidelity a benchmark system to measure successful implementation of State Standards aligned instruction. Offer a master schedule including course access to meet graduation and career readiness standards. Create A-G IS courses. Improve Reclassification of English	Increase graduation rate for all student subgroups to meet or exceed state average via incremental growth. Local measures: Percentage of students who are enrolled in college or are employed in career in their chosen pathway. Maintain 100% compliance in Williams; Highly Qualified Teachers, Instructional Materials Sufficiency, and well maintained facilities. implement with fidelity a benchmark system to measure successful implementation of State Standards aligned instruction. Offer a master schedule including course access to meet graduation and career readiness standards. Create A-G IS courses. Improve Reclassification of English

		Learners and English Language proficiency rates.	Learners and English Language proficiency rates.	Learners and English Language proficiency rates.

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   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.1 Continue to train and provide additional supports and services to accelerate student achievement in mathematics and literacy 1.2 Continue to train and implement Odesseyware and Illuminate software. 1.3 Implement and train on Edmentum accusess intervention and course library for strategic math and ELA/ELD intervention.	1.1 Continue to train and provide additional supports and services to accelerate student achievement in mathematics and literacy 1.2 Continue to train and implement Odesseyware and Illuminate software. 1.3 Implement and train on Edmentum accusess intervention and course library for strategic math and ELA/ELD intervention.	1.1 Continue to train and provide additional supports and services to accelerate student achievement in mathematics and literacy 1.2 Continue to train and implement Odesseyware and Illuminate software. 1.3 Implement and train on Edmentum accusess intervention and course library for strategic math and ELA/ELD intervention.

1.4 Increase fitness and wellness standards into curriculum and senior project.

1.5 Professional development on classroom management and course specific instruction.

1.6 Continue to increase collaboration between academic core and increase CTE course offerings to master schedule

1.4 Increase fitness and wellness standards into curriculum and senior project.

1.5 Professional development on classroom management and course specific instruction.

1.6 Continue to increase collaboration between academic core and increase CTE course offerings to master schedule

1.4 Increase fitness and wellness standards into curriculum and senior project.

1.5 Professional development on classroom management and course specific instruction.

1.6 Continue to increase collaboration between academic core and increase CTE course offerings to master schedule

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Budget Reference	(Teacher hourly/ Trainer)	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

2.1 Training during articulation PLC's on newly adopted English, Math and CBL curriculum.	2.1 Training during articulation PLC's on newly adopted English, Math and CBL curriculum.	2.1 Training during articulation PLC's on newly adopted English, Math and CBL curriculum.
2.2 Staff training release time and conference costs associated with new digital curriculum.	2.2 Staff training release time and conference costs associated with new digital curriculum.	2.2 Staff training release time and conference costs associated with new digital curriculum.
2.3 Purchase new digital curriculum	2.3 Purchase new digital curriculum	2.3 Purchase new digital curriculum
2.4 Add required technology to drive 21 century educational curriculum.	2.4 Add required technology to drive 21 century educational curriculum.	2.4 Add required technology to drive 21 century educational curriculum.
2.5 Create spiral standard between core academics and CTE course offerings.	2.5 Create spiral standard between core academics and CTE course offerings.	2.5 Create spiral standard between core academics and CTE course offerings.

BUDGETED EXPENDITURES

2017-18   **2018-19**   **2019-20**

Action   **3**

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

Students to be Served

☒   All   ☐   Students with Disabilities   ☐   [Specific Student Group(s)]

Location(s)

☐   All Schools   ☐   Specific Schools: ☐   Specific Grade spans:

OR

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

Students to be Served

☐   English Learners   ☐   Foster Youth   ☐   Low Income

Scope of Services

☐   LEA-wide   ☐   Schoolwide   **OR**   ☐   Limited to Unduplicated Student Group(s)

Location(s)

☐   All Schools   ☐   Specific Schools: ☐   Specific Grade spans:

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.1 Counsel students on graduation pathways and college to career prospectus. 3.2 Move to quicker feedback cycle for at-risk student achievement, monthly credit summaries. 3.3 Create Level system to further grow PBIS program	3.1 Counsel students on graduation pathways and college to career prospectus. 3.2 Move to quicker feedback cycle for at-risk student achievement, monthly credit summaries. 3.3 Create Level system to further grow PBIS program	3.1 Counsel students on graduation pathways and college to career prospectus. 3.2 Move to quicker feedback cycle for at-risk student achievement, monthly credit summaries. 3.3 Create Level system to further grow PBIS program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,500	Amount	3500	Amount	3500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	(Sec. Cert. Admin)	Budget Reference		Budget Reference	

Action **4**

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

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.1 Improve school culture as demonstrated through suspension and persistence rates. 4.2 Increase community partnerships leading to student apprenticeships and jobs. 4.3 Utilize existing CTE programs to promote all CTE pathways. 4.4 Complete all 2 + 2 articulation for all CTE courses with CC system	4.1 Improve school culture as demonstrated through suspension and persistence rates. 4.2 Increase community partnerships leading to student apprenticeships and jobs. 4.3 Utilize existing CTE programs to promote all CTE pathways. 4.4 Complete all 2 + 2 articulation for all CTE courses with CC system	4.1 Improve school culture as demonstrated through suspension and persistence rates. 4.2 Increase community partnerships leading to student apprenticeships and jobs. 4.3 Utilize existing CTE programs to promote all CTE pathways. 4.4 Complete all 2 + 2 articulation for all CTE courses with CC system

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount	5,000	Amount	5,000

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.

☐ New	☐ Modified	☐ Unchanged

Goal 2	Continue to increase attendance rate

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	Student persistence and attendance to increase academic performance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
This metric will be measured in two manners. First for students who persist for the entire year. Second it will be computed for students who left or did not complete the program. We want improvement in both area's, but serving a very mobile at-risk population leads us to need to look at both measurements.	When the plan was originally written attendance rates were in the mid 80% range.	1. Students at each grade surveyed by our 2017-2018 Charter School student survey will report an increase in school connectedness, academic motivation, caring adult relationships, high expectations and meaningful participation when compared to spring 2017. 2. We will reduce rate by 1% in Year 2017-2018 when compared to our absenteeism rate in 2016-2017.	1. Continue to reduce the absentee rate by 1% annually.	1. Continue to reduce the absentee rate by 1% annually.

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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1. Increase student/teacher connectedness and students' emotional well-being by increasing the time available for teacher-pupil contact in independent studies, and using a block schedule to increase teacher-pupil collaboration.	2.1. Increase student/teacher connectedness and students' emotional well-being by increasing the time available for teacher-pupil contact in independent studies, and using a block schedule to increase teacher-pupil collaboration.	2.1. Increase student/teacher connectedness and students' emotional well-being by increasing the time available for teacher-pupil contact in independent studies, and using a block schedule to increase teacher-pupil collaboration.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Budget Reference	(Teacher hourly/ AP support)	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.2. Increase enrollment and participation in engaging CTE programs (pathways, linked learning, students organizations) to increase opportunities for career exploration and career planning to support academic growth and personal aspirations	2.2. Increase enrollment and participation in engaging CTE programs (pathways, linked learning, students organizations) to increase opportunities for career exploration and career planning to support academic growth and personal aspirations	2.2. Increase enrollment and participation in engaging CTE programs (pathways, linked learning, students organizations) to increase opportunities for career exploration and career planning to support academic growth and personal aspirations

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$37,900	Amount	$60,000	Amount	$80,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	(Teacher salary, Admin support)	Budget Reference	(Teacher salary, Admin support)	Budget Reference	(Teacher salary, Admin support)

Action **3**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.3. Provide additional supports and services to increase school connectedness and students' social-emotional well-being, including reducing chronic absenteeism and reducing the number of students who report being bullied or harassed at school. Examples: anti-bullying programs, counselors, wellness coordinators, paraprofessionals, vice principals, etc	2.3. Provide additional supports and services to increase school connectedness and students' social-emotional well-being, including reducing chronic absenteeism and reducing the number of students who report being bullied or harassed at school. Examples: anti-bullying programs, counselors, wellness coordinators, paraprofessionals, vice principals, etc	2.3. Provide additional supports and services to increase school connectedness and students' social-emotional well-being, including reducing chronic absenteeism and reducing the number of students who report being bullied or harassed at school. Examples: anti-bullying programs, counselors, wellness coordinators, paraprofessionals, vice principals, etc

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$30,000	Amount	$30,000
Budget Reference	(teacher training hourly cost/contract trainer services)	Budget Reference	PBIS program support, Counselor	Budget Reference	PBIS program support, Counselor

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $420,000   Percentage to Increase or Improve Services: 12.7%

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).

Because of the high population of our unduplicated student counts all services in section 2 are school wide for Yuba County Charter School. Additional Supports include the provision of trainers to provide coaching and professional development for teachers, increasing para-educator instructional involvement and instructional support staff, funding to support extended learning time, and supports for increasing parent engagement and parent trainings. This is the most effective use of funds due to the following factors:

1. Yuba County Career Preparatory Charter school has a high mobility rate there is a significant need to differentiate instruction to meet the various academic, social emotional and career readiness skill needs of all students.

2. Special education student needs are met through the IEP development process, delineating an individual plan for goals and objectives, transition plan and strategies.

Yuba County Career Preparatory Charter School is committed to ensuring that all students receive a rigorous and relevant education that prepares them for College and Career as 21st Century global citizens. Based on un-duplicated pupil counts, Yuba County Career Preparatory Charter School calculates the allocation of targeted funds for 2016-2017 to be in the amount of $420,000.

Yuba County Career Preparatory Charter School students are predominately low income with a significantly high mobility rate. The actions and services in section 2 meet the needs of unduplicated students and all students. The improved and increased actions and services in section 2 go significantly beyond 12.7% increase to the basic program. These are research-based services to meet the academic, social emotional and career readiness skill needs of unduplicated students in our programs.

Increase graduation rate for all student subgroups to meet or exceed state average by June 2024 via incremental growth. Local measures: Percentage of students who are enroll in college or are employed in career in their chosen pathway. Maintain 100% compliance in Williams; Highly Qualified Teachers, Instructional Materials Sufficiency, and well maintained facilities. implement with fidelity a benchmark system to measure successful implementation of State Standards aligned instruction. Offer a master schedule including course access to meet graduation and career readiness standards. Create A-G IS courses. Improve Reclassification of English Learners and English Language proficiency rates.

1. Students will demonstrate an increase in school contentedness, academic motivation, caring adult relationships, high expectations and meaningful participation when compared to spring 2016. This will be measured by rate of student persistence, discipline rates, and attendance.

2. We will reduce rate by 1% in Year 2017-2018 when compared to our truancy, tardy and absenteeism rates in 2016-2017.

In addition all the actions and services in section 2 benefit unduplicated students as well as all students. Yuba County Career Preparatory Charter School remains committed to implementing the cycle of continuous student improvement with fidelity in order to meet the significantly differentiated academic, social emotional, and career readiness skill needs of our predominantly low income student population as well as all students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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/fg/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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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
>
> > Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" 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.

- Check "Unchanged" 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 check "Unchanged" 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 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. S broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	291,700.00	291,700.00	49,400.00	101,500.00	121,500.00	272,400.00
	0.00	50,000.00	8,000.00	38,000.00	38,000.00	84,000.00
Concentration	286,700.00	183,700.00	0.00	0.00	0.00	0.00
LCFF	5,000.00	58,000.00	41,400.00	63,500.00	83,500.00	188,400.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	291,700.00	291,700.00	49,400.00	101,500.00	121,500.00	272,400.00
	0.00	0.00	49,400.00	101,500.00	121,500.00	272,400.00
0001-0999: Unrestricted: Locally Defined	1,000.00	1,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	136,700.00	136,700.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	55,000.00	55,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	56,000.00	56,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00	3,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	40,000.00	40,000.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	291,700.00	291,700.00	49,400.00	101,500.00	121,500.00	272,400.00
		0.00	0.00	8,000.00	38,000.00	38,000.00	84,000.00
	LCFF	0.00	0.00	41,400.00	63,500.00	83,500.00	188,400.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	1,000.00	1,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	10,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	136,700.00	124,700.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	2,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	55,000.00	15,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	40,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	51,000.00	43,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00	13,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	3,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	3,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay		0.00	40,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Concentration	40,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,500.00	8,500.00	8,500.00	20,500.00
Goal 2	45,900.00	93,000.00	113,000.00	251,900.00

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