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
YouthBuild Charter School of California

Contact Name and Title
Phil Matero
Founder & Executive Director

Email and Phone
pmatero@youthbuildcharter.org
818-939-7545

2017-20 Plan Summary

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

YouthBuild Charter School of California holds a unique place in the landscape of California’s public charter schools. Its mission is to provide a high school education that leads to a diploma for a distinct group of students. All YCSC students come from low-income families and underserved communities and have previously left or been pushed out of the traditional school system without a diploma and have made their way to one of the many YouthBuild programs in Southern California area. They enroll in the YouthBuild program over-aged, under-credited, or both, in order to receive vocational training, counseling, leadership development and an education. The students are between 16-24 years old, yet they are allowed to re-enroll in the K-12 school because they are a member of a YouthBuild program. The California Department of Education allows for this through an exemption that is written into Education Code. In order to meet the unique needs of its students, YCSC has developed a project-based, interdisciplinary curriculum model that relies on authentic assessments and applied learning that provides numerous opportunities to connect a standards-based education to program activities at the YouthBuild program that are geared towards creating social justice in the communities where its students live.

The YouthBuild Charter School of California (YCSC) is a competency-based, dropout recovery high school that is designed to provide a supportive and challenging academic program for students who have not done well in traditional school settings. YCSC opened its doors in September, 2008 to 265 students, at three YouthBuild program sites in Los Angeles County. In the 2017-2018 school year we had approximately 1,300 students enrolled at twenty sites.

The School was launched and continues to be supported by the national organization YouthBuild USA in response to California YouthBuild programs’ need for a robust high school diploma based
education option for their students. YCSC currently utilizes an internally developed the Authentic and Collaborative Education (ACE) Interdisciplinary Learning and Program Integration (ILPI) Manual and its assessment competencies (Humanities, STEM, Culture) in congruence with a prioritized set of the California State Standards, the Common Core Standards, and the Next Generation Science Standards.

The mission of the YouthBuild Charter School of California (YCSC) is to offer low-income, unemployed and undereducated youth ages 16-24 who have previously dropped out or aged out of high school a unique education program that successfully prepares them for a high school diploma and strengthens their academic, personal, leadership, critical thinking, and technical skills towards success in careers, postsecondary education, and life. The School's overarching goal is to use innovative, experiential learning methods to challenge students to meet high expectations and rigorous standards and to prepare them to live meaningful lives as active, educated, engaged, self-sufficient adults who are responsible for themselves, their families and communities.

In order to prepare young people for college and the technological and knowledge demands of the workplace, YCSC combines a rigorous, standards-based, academic curriculum emphasizing literacy, numeracy, critical thinking, and technology, while each YouthBuild Site provides a variety of different vocational training opportunities for careers in fields like nursing and information technology, in addition to industry-recognized certifications in construction. The School's focus on career skill building is supplemented by a hands-on curriculum in leadership and community development. Students prepare for community leadership through an innovative curriculum focused on the social and cultural history of the local community and critical awareness of important global issues. Students earn credits as they contribute to the community by building affordable new housing or refurbishing existing housing for local low income communities at worksite “construction labs.”

YCSC believes that, in addition to the skills required for success in postsecondary education and employment, and as contributing citizens in their communities, an educated person in the 21st century needs well-developed emotional intelligence skills such as self-reflection and self-concept, relationship-building, conflict resolution and work culture fluency. These skills are taught explicitly at YCSC in a rigorous, standards based curriculum and are reinforced by students’ experiences in team projects, leadership development opportunities and in on-site vocational and life skills training.

**LCAP Highlights**

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

1) Staff input during spring PD
2) Merging 17-18 LCAP Goals with 2018 WASC Visit
3) All sites administered the Accuplacer pre-test

**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**

1) Expansion of Construction Academy; 2) Expansion of Pushout to College and Career Pipeline (PCCP) programming and advising; 3) Collaboration with non-profit agencies; 4) increased stakeholder engagement

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**

1) Expand course offerings; 2) Retain culturally-responsive staff; 3) Collecting data throughout the 2018-19 to develop school-wide benchmarks. LCAP survey analysis demonstrate the following needs: tutors, content-specific PD, PSE counseling and programming, and improve facilities

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**

All 20 sites participated in 1) administering the Accuplacer and 2) utilizing YCSC Competency scores. Final data will not be available until summer 2018-19.

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

**Increased or Improved services**

YCSC has an enrollment of over 92% free and reduced that are all deemed to be low-income as per the LCFF formula: therefore, all LCAP goals serve all learners (low-income, ELLs, SPED, and foster youth) via a thoroughly responsive instructional model.

**Budget Summary**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$[Mayra &amp; Phil provide] (17-18 LCAP year)</td>
</tr>
</tbody>
</table>
DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

$13,088,634 (17-18 LCAP year)

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.

Audit costs, legal costs, non-ADA grants, business office percentage to Inyo County, authorizer percentage to Inyo County

[new budget additions for 18-19: 1) $160 per ADA, 2) 5 dept chairs at $25K (@ 5K each), 3) $10K for leadership structures, 4) $15K for peer mentorship]

Total Projected LCFF Revenues for LCAP Year

$ [Mayra & Phil provide] (17-18 LCAP year)
Annual Update

LCAP Year Reviewed: XXXX–XX

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

<table>
<thead>
<tr>
<th>Refine Interdisciplinary Learning &amp; Program Integration (ILPI) instructional model (Priorities 1, 2, 4, 5, 6, &amp; 7)</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 5, 6, & 7
Local Priorities: Implementation of Academic Standards and Basics

Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who attend YCSC for at least 1 academic year (September - June) and complete at least 80 credits will show measurable growth from their diagnostic to their exit Accuplacer scores.</td>
<td>All twenty sites participated in administrating the Accuplacer within the first two months of enrollment. Final data will not be available until the summer of 2018-19.</td>
</tr>
<tr>
<td>Students who attend YCSC for at least 1 academic year (September - June) and complete at least 80 credits will show measurable growth from their initial to their exit YCSC Competencies scores.</td>
<td>All twenty sites participated in utilizing YCSC competency scores. Final data will not be available until the summer of 2018-19.</td>
</tr>
</tbody>
</table>

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 1A

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit, retain, and employ culturally responsive staff and retain them through</td>
<td>Recruited, retained, and employed culturally responsive staff and retained them.</td>
<td>$100,000</td>
<td>[Add estimated actual expenditures here –</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>ongoing professional development and support around curriculum, pedagogy, and instructional resources for ILPI</td>
<td></td>
<td></td>
<td>Request from Phil and Mayra</td>
</tr>
<tr>
<td>Action 1B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Expand course offerings to provide young people with a breadth of core and academic elective offerings to facilitate the development of all students towards their respective college &amp; career goals (State Priorities 4 &amp; 7)</td>
<td>Expanded course offerings to offer a breadth of core and academic elective offerings to facilitate the development of all students toward their college and career goals.</td>
<td>$6,232,887</td>
<td>[Add estimated actual expenditures here – Request from Phil and Mayra]</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Recruited, retained, and employed culturally responsive staff and retained them.

Expanded course offerings to offer a breadth of core and academic elective offerings to facilitate the development of all students toward their college and career goals.

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

YCSC recruited many culturally responsive staff members. Retention is an ongoing issue for all schools, as it is for YCSC. We saw some movement of staff to other schools this year. Struggles with enrollment also impacted retention.

Course offerings were expanded to include the Construction Academy.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Pending budget information from Phil and Mayra]

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

No goal or action was changed.
Goal 2

YCSC will commit to culturally responsive student growth for all learners (State Priorities 4, 7, 8).

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 4, 7, 8
Local Priorities: Basics and Implementation of Academic Standards

Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who attend YCSC for at least 1 academic year (September - June) and complete at least 80 credits will show measurable growth from their diagnostic to their exit Accuplacer scores.</td>
<td>All twenty sites participated in administrating the Accuplacer within the first two months of enrollment. Final data will not be available until the summer of 2018-19.</td>
</tr>
<tr>
<td>Students who attend YCSC for at least 1 academic year (September - June) and complete at least 80 credits will show measurable growth from their initial to their exit YCSC Competencies scores.</td>
<td>All twenty sites participated in utilizing YCSC competency scores. Final data will not be available until the summer of 2018-19.</td>
</tr>
</tbody>
</table>

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 2A

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen staff responsiveness to assessments of student performance on YCSC Competencies (Humanities, STEM, Culture) and Common Core State Standards to improve curricular &amp; instructional practices that accommodate all student learners (State Priorities 4 &amp; 8)</td>
<td>Strengthened staff responsiveness to assessments of student performance on YCSC Competencies (Humanities, STEM, Culture) and Common Core State Standards to improve curricular &amp; instructional practices that accommodate all student learners.</td>
<td>$213,570</td>
<td>[Add estimated actual expenditures here – Phil and Mayra]</td>
</tr>
</tbody>
</table>
**Action 2B**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>YCSC will continue to develop its Push Out to College and Career Pipeline (PCCP) project guided by the goal of &quot;Data Informed Preparation for College and Career Ready Agents of Change&quot; (State Priorities 4)</td>
<td>YCSC developed its Push Out to College and Career Pipeline (PCCP) project guided by the goal of &quot;Data Informed Preparation for College and Career Ready Agents of Change.&quot;</td>
<td>$600,432</td>
<td>[Add estimated actual expenditures here – Phil and Mayra]</td>
</tr>
</tbody>
</table>

**Action 2C**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>YCSC will expand academic support and learning experiences in and out of the classroom to facilitate the development of all students towards their respective college &amp; career goals (State Priorities 4, 7, &amp; 8)</td>
<td>YCSC expanded academic support and learning experiences in and out of the classroom to facilitate the development of all students towards their respective college &amp; career goals.</td>
<td>$23,900</td>
<td>[Add estimated actual expenditures here – Phil and Mayra]</td>
</tr>
</tbody>
</table>

**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.

Strengthened staff responsiveness to assessments of student performance on YCSC Competencies (Humanities, STEM, Culture) and Common Core State Standards to improve curricular & instructional practices that accommodate all student learners.

YCSC developed its Push Out to College and Career Pipeline (PCCP) project guided by the goal of "Data Informed Preparation for College and Career Ready Agents of Change."

YCSC expanded academic support and learning experiences in and out of the classroom to facilitate the development of all students towards their respective college & career goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
In an effort to improve curricular and instructional practices, YCSC leadership was responsive to staff input to the use of Study Island and adjusted benchmarking. Based on staff feedback from the 2017-18 school year, we will be collecting data throughout the 2018-19 school year to develop school-wide benchmarks in collaboration with teachers in all content areas.

This year, the PCCP project was further expanded with the incorporation of a partnership with the College Advising Corps. This success has led to greater interest in strengthening college counseling at more YCSC sites.

The partnership with the College Advising Corps has also strengthened our college field trip programming to augment academic support and learning experiences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Pending budget information from Phil and Mayra]

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

No goal or action was changed.
Goal 3

Work in collaboration with all stakeholders to provide an engaging & responsive school-culture that fosters a commitment to becoming college and career ready agents of change (State Priorities 1, 3, 4, 5, 6)

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 3, 4, 5, 6
Local Priorities: Parent Engagement and Local Climate Survey

Annual Measureable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who attend YCSC for at least 1 academic year (September - June) and complete at least 80 credits will show measurable growth from their initial to their exit YCSC Competencies scores.</td>
<td>All twenty sites participated in utilizing YCSC competency scores. Final data will not be available until the summer of 2018-19.</td>
<td></td>
</tr>
</tbody>
</table>

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 3A

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactively engage and communicate with students and stakeholders about graduation and postsecondary education requirements for their respective college &amp; career goals (State Priority 4 &amp; 5)</td>
<td>Proactively engaged and communicated with students and stakeholders about graduation and postsecondary education requirements for their respective college &amp; career goals.</td>
<td>$29,218</td>
<td>[Add estimated actual expenditures here – Phil and Mayra]</td>
</tr>
</tbody>
</table>

Action 3B

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
In collaboration with YouthBuild programs, provide access to a variety of up-to-date resources (technology, facilities, etc.) and opportunities aimed toward improving recruitment & retention towards becoming community leaders who are college and career ready agents of change (State Priorities 1, 3, 4, 5, & 6)

**Action 3C**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate school-wide activities to all stakeholders (parents, students, staff &amp; community) and provide opportunities for them to get involved (State Priorities 3, 5 &amp; 6)</td>
<td>Communicated school-wide activities to all stakeholders (parents, students, staff &amp; community) and provided opportunities for them to get involved.</td>
<td>$16,678</td>
<td>[Add estimated actual expenditures here – Phil and Mayra]</td>
</tr>
</tbody>
</table>

**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.

Proactively engaged and communicated with students and stakeholders about graduation and postsecondary education requirements for their respective college & career goals.

In collaboration with YouthBuild programs, provided access to a variety of up-to-date resources (technology, facilities, etc.) and opportunities aimed toward improving recruitment & retention towards becoming community leaders who are college and career ready agents of change.

Communicated school-wide activities to all stakeholders (parents, students, staff & community) and provided opportunities for them to get involved.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The senior portfolio facilitated communication with students and stakeholders about postsecondary requirements for college and career goals.

Technology inventory was consistently replenished and expanded to match enrollment. Collaboration with YouthBuild programs around facilities continued and were supported by state facilities reimbursement program.

Increased communication with YouthBuild programs via a summer director’s retreat. This was a thorough, strategic planning session to prepare for the 2017-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Pending budget information from Phil and Mayra]

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

No goal or action was changed.
Stakeholder Engagement

LCAP Year: 2018–19

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?

Throughout the school year, feedback on existing LCAP goals is provided by all stakeholders via board meetings, professional development, and WASC focus group conference calls, in addition to other meetings and events. Minutes for the board meeting are routinely posted to the school website to allow access to all stakeholders. Information on stakeholder feedback is documented by the leadership team in an effort to include this valuable data in the decision making process. All stakeholders (students, staff, community members, partnering agencies and parents) have been involved in the 2018-2019 LCAP process. In the Spring of 2018, a survey was created for each stakeholder group to get input on goals, actions and budget priorities for the upcoming school year. Stakeholders had approximately 3 weeks to complete the survey electronically or via hard copy. A total of 728 surveys were completed.

YCSC is committed to involving as many students, staff, parents, and community partners in the development of its 2018/19 LCAP. The following is a draft of the LCAP Work-plan for 2018/19 that reflects a systematic effort to include all of the above stakeholders throughout the process.

Essential Elements of the 2018/19 LCAP Work Plan:

1) Prepare LCAP Surveys for all 4 YCSC Stakeholders by February 15th, 2018:
   - Students
   - Parents
   - Staff
   - Community (Includes YB program & their respective partnerships)
2) Send all LCAP Surveys to YCSC Stakeholders by Thursday March 1st, 2018
3) Deadline to receive all LCAP Survey Responses is Friday March 9th, 2018
4) Gather & Analyze LCAP Survey Responses from March 12th-31st, 2018
   - Using Google Sheets and En Vivo qualitative data software
5) Present LCAP Survey Analysis at YCSC Spring PD from April 3rd-April 7th, 2018
6) Finish 1st Draft of LCAP Draft by Monday May 7th in time for May 21st, 2018 LCAP Proposal Board Meeting:
   - Include stakeholder input from YCSC Spring PD
   - Include WASC Critical Areas from March 2018 WASC Visit.
7) Finish Final Draft of LCAP by Friday June 8th in time for June 21st YCSC Board Meeting to approve LCAP.
8) Incorporate YCSC Stakeholders in funneling board approved LCAP into 2018/19 Summer, Fall, Winter, Spring PD Planning from July 1st-July 21st, 2018.
9) Finalize and retroactively update all outcomes data tied to LCAP 2017/18 Goals in 2018/19 LCAP.
10) YCSC Leadership, staff, and stakeholders collaborate to present at 2018/19 Summer, Fall, Winter, Spring PD.

Impact on LCAP and Annual Update
How did these consultations impact the LCAP for the upcoming year?

After some reviews and trials of free qualitative survey software platforms, we decided on WordCounter.net. It is a very straightforward response propensity and coding platform in which we all open ended text can converted into frequency codes. The leadership team created screenshots from WordCounter.net to show thematic frequency and added those screenshots our Google Sheet charts and graphs for the likert scale survey questions. The process was as follows:

1) YCSC Leadership prepared data for staff and partners before Spring PD (see description above)
2) YCSC Leadership prepared qualitative data themes for staff and partners before Spring PD (see description above)
3) YCSC Leadership and Stakeholders collaboratively developed LCAP Goals at Spring PD
4) YCSC Leadership reviewed and synthesized all staff-proposed goals and actions to inform 2018-19 goals and actions

Adding a layer of staff input during the spring PD significantly increased the development of the 2018-19 goals and actions.
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.

<table>
<thead>
<tr>
<th>(Select from New Goal, Modified Goal, or Unchanged Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Goal</td>
</tr>
</tbody>
</table>

Goal 1

*Improve postsecondary preparation*

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8
Local Priorities: 2, 6

Identified Need:

This need was determined based on the frequency of LCAP survey responses, WASC self-study findings, and staff focus group feedback during spring PD.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent FAFSA completion</td>
<td>No baseline established</td>
<td>60%</td>
</tr>
<tr>
<td>Percent completing college applications</td>
<td>No baseline established</td>
<td>60%</td>
</tr>
<tr>
<td>Percent of students applying to jobs</td>
<td>No baseline established</td>
<td>30%</td>
</tr>
</tbody>
</table>
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 1a  Improve College Access**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[All Students]</td>
<td>[All Schools]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add selection here]</td>
<td>[Add selection here]</td>
<td>[Add selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

2018-19

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

- [New Action] Improve College Access by increasing college advising and programming
**Budgeted Expenditures**

2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>$160 per ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Phil and Mayra provide]</td>
</tr>
</tbody>
</table>

**Action 1b Improve Career Readiness**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[All Students]</td>
<td>[All Schools]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add selection here]</td>
<td>[Add selection here]</td>
<td>[Add selection here]</td>
</tr>
</tbody>
</table>
Actions/Services

2018-19
Select from New Action, Modified Action, or Unchanged Action:

- [New Action]

Improve Career Readiness by increasing career advising and programming

Budgeted Expenditures

2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>$160 per ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Phil and Mayra provide</td>
</tr>
</tbody>
</table>
**Goal 2**

**Improve support for students and staff through tutoring and professional development for school wide success**

**State and/or Local Priorities addressed by this goal:**
- State Priorities: 1, 2, 4, 5, 7, 8
- Local Priorities: 1, 2, 6

**Identified Need:**
This need was determined based on the frequency of LCAP survey responses, WASC self-study findings, and staff focus group feedback during spring PD.

**Expected Annual Measureable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students receiving 1:1 Tutoring</td>
<td>No baseline established</td>
<td>50%</td>
</tr>
<tr>
<td>Monthly opportunities for department-specific engagement</td>
<td>No baseline established</td>
<td>10 meetings in 18-19 AY</td>
</tr>
<tr>
<td>Bi-monthly opportunities for school-wide lead staff member engagement around school culture (in addition to PD)</td>
<td>No baseline established</td>
<td>6 meetings in 18-19 AY</td>
</tr>
</tbody>
</table>
**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 2a Provide Tutoring for Students**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[All Students]</td>
<td>[All Schools]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add selection here]</td>
<td>[Add selection here]</td>
<td>[Add selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

**2018-19**

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

| [New Action] |

Action: Increase opportunities for 1:1 tutoring
Budgeted Expenditures

2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>$160 per ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Phil and Mayra provide]</td>
</tr>
</tbody>
</table>

Action 2b  Increase Professional Development Opportunities

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

- **Students to be Served:**
  (Select from All, Students with Disabilities, or Specific Student Groups)
  - [All Students]

- **Location(s):**
  (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [All Schools]

OR

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

- **Students to be Served:**
  (Select from English Learners, Foster Youth, and/or Low Income)
  - [Add selection here]

- **Scope of Services:**
  (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - [Add selection here]

- **Location(s):**
  (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add selection here]

Actions/Services

2018-19

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

- [New Action]
Increase PD opportunities by creating department-based structures, lead staff member collaboration spaces, and expanding the peer mentorship program.
### Budgeted Expenditures

#### 2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40,000 for all-staff PDs</td>
<td>General Fund</td>
</tr>
<tr>
<td>$25,000 for department leads</td>
<td></td>
</tr>
<tr>
<td>$100,000 for lead teacher stipends</td>
<td></td>
</tr>
<tr>
<td>$15,000 for peer mentorship stipends</td>
<td></td>
</tr>
<tr>
<td>$10,000 to support new leadership structures</td>
<td></td>
</tr>
</tbody>
</table>

[Phil & Mayra Provide]
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

**Annual Update**

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

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

**Stakeholder Engagement**

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

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

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

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

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

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

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

**New, Modified, Unchanged**

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

**Goal**

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

**Related State and/or Local Priorities**

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

**Identified Need**

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

**Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.
The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:
• If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”

• If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.

• If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

• Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

• Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

• Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the
action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any
schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

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

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:
(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016
## Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year:** 2018–19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds:</th>
<th>$ [Mayra &amp; Phil Provide]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage to Increase or Improve Services:</td>
<td>100%</td>
</tr>
</tbody>
</table>

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).

All actions and services are provided on a school wide basis given that YCSC is over 92% free and reduced lunch eligible.