School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue Yolo County Career Academy expects to receive in the coming year from all sources.

The total revenue projected for Yolo County Career Academy is $511,117, of which $501,304 is Local Control Funding Formula (LCFF), $0 is other state funds, $9,813 is local funds, and $0 is federal funds. Of the $501,304 in LCFF Funds, $125,179 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Yolo County Career Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Yolo County Career Academy plans to spend $913,416 for the 2019-20 school year. Of that amount, $320,810 is tied to actions/services in the LCAP and $592,606 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funding for the base education program including but not limited to personnel salaries, facilities, and other generic operating costs were not included in the LCAP.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Yolo County Career Academy is projecting it will receive $125,179 based on the enrollment of foster youth, English learner, and low-income students. Yolo County Career Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Yolo County Career Academy plans to spend $125179 on actions to meet this requirement.
This chart compares what Yolo County Career Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yolo County Career Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Yolo County Career Academy's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. Yolo County Career Academy estimates that it will actually spend $0 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
---|---|---
Yolo County Career Academy | Renee Collins, Director, Student Services | renee.collins@ycoe.org 530-668-3775

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Yolo County is located in the heart of Northern California’s farming community, nestled in the Central Valley near the Sacramento River Delta. The Yolo County Office of Education (YCOE) is positioned in Woodland, the county seat, and is situated roughly 20 miles west of Sacramento. YCOE provides oversight to the Yolo County Career Academy (YCCA) Charter School. The city of Woodland has a population of 57,432 and the majority of our students reside within the attendance boundaries of the Woodland Joint Unified School District. Nearby, Davis is a bike-friendly college town and home to the University of California at Davis, whose local school district ranks in the top 100 in the state. The city of West Sacramento sits to the south and west of Woodland, just across the river from the Sacramento. Winters is the smallest of the four incorporated cities in the county and is situated at the base of the Vaca Mountains. Yolo County also encompasses many other agricultural towns such as Esparto, Dunnigan, Madison, Knights Landing, Clarksburg, Guinda, Monument Hills and Yolo.

Yolo County’s population has been growing at a steady incline thanks to affordable housing and its commutable proximity to both Sacramento and the San Francisco Bay Area. The YCCA Charter School is in its first year of existence. The school opened in a temporary facility located at the Yolo County Office of Education main office at 1280 Santa Anita Court Woodland, California 95776. The YCCA Charter School is awaiting the completion of construction of its new facilities which is slated to open during the week of April 29, 2019 on the YCOE property in Suite 190. Currently there is one academic classroom located near the conference center at YCOE and another classroom located on the campus of Cesar Chavez Community School, 255 E. Beamer St. Woodland, California 95695.

The YCCA Charter School’s mission is to provide a high-quality educational program that empowers students to earn a high school diploma while acquiring college and career readiness skills that lead to engaged citizenship, highly skilled workers, and leaders in our community. The YCCA Charter
School has partnered with the Workforce Investment Board, school districts, local businesses, industries and other allies to achieve this mission. Students are engaged through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who are “ready for college and a career.” The YCCA Charter School serves students ages 16 through 24 years of age that have not yet obtained a high school diploma. Students are served through programs provided in locations within Yolo County. Students attending the YCCA Charter School have the opportunity to choose a career pathway in Construction (YCCP) or Manufacturing (YCMP). Additional pathways are scheduled to be added to the YCCA Charter School program in the forthcoming years.

The YCCA Charter School is governed by the YCOE and the curriculum is delivered by a fully credentialed teaching staff. All students in the YCCA Charter School enroll voluntarily. Students enrolled in the YCCP program typically have a history of incarceration, or a violation of probation. The majority of students who attend YCMP have a history of truancy, poor attendance, and/or are credit deficient. Some students who attend the YCCA Charter School have been expelled from their districts, as well.

The YCCA Charter School Manufacturing Program (YCMP) enjoys a partnership with Marquez Design, to provide Career Technical Education (CTE). All curriculum is delivered through a workforce development lens and features real-world examples of manufacturing and product development trades. Students from the Yolo County area are given access to a high quality educational program that focuses on skills needed to enter the manufacturing and product development with a blended curriculum whereby academic instruction supports CTE. The instruction provides students the opportunity to gain an in-depth understanding of the manufacturing and product development trade. The partnership with Marquez Designs enables our students to learn the current trends of the trade and what is expected of them once employed. Students are enrolled in core academic classes for completion of their high school diploma.

The YCCA Charter School Construction Program (YCCP) is a highly successful, collaborative, and engaging Building and Construction Trades program designed to serve youth who are under the jurisdiction of the juvenile justice system. The YCCP includes educational, pre-apprenticeship, and rehabilitative components. Participating youth attend a specialized classroom in the morning and a productive work program in the afternoon, for which they are paid. If the students do not successfully complete a specific number of assignments each morning, they are unable to participate in their afternoon job and their pay is adjusted accordingly. Students are given a variety of ways to earn credits using an on-line curriculum program, Edgenuity, or the YCOE approved text book list.

The program is designed and operated by the YCOE in partnership with the Yolo County Probation Department and Northern California Construction Training (NCCT). The YCOE oversees the classroom; the nonprofit Communicare Health Center provides treatment services via an on-site counselor to help the youths with any health-related issues, including mental/emotional support, as needed; and NCCT provides the work site and pre-apprenticeship training. As part of their 20-hour a week job, students are building everything from storage sheds, to park benches for the county, and dog houses for local animal shelters.

The YCOE Special Education department works with the YCCA Charter School students who have academic support needs. A special education paraeducator works with students using the push-pull model to support students who have Individual Education Plans (IEP)s. The staff members’ responsibilities range from meeting students’ learning needs, addressing learning disabilities, and overseeing IEP and 504 plans. The special education teachers facilitate student interventions with SST meetings and IEP meetings with parents, school administrators, and staff members. The
special education program is an important link between parents, general education teachers, school administrators, and outside agencies which provide the services and educational opportunities to meet diverse student disability requirements.

History/Social Studies Students will understand and apply civic, historical, economic, and geographical knowledge in order to serve as participating citizens in today's world of diverse cultures in both workplace and educational settings. Students will utilize key skills such as reading comprehension, critical thinking, problem solving, analyzing and applying knowledge, and using technology effectively. Students will learn historical concepts through domain-specific informational texts. Students will be expected to learn through the texts rather than simply referring to them, and use primary and secondary source documents in research and critical thinking exercises. Students will also build their academic vocabulary while accessing complex texts. Real-world projects will allow students to apply this knowledge to their own lives in the 21st century.

Competency will be demonstrated in benchmark and summative assessments for each course and culminate in the presentation of Senior Projects that represent a broad sampling of student learning. Students’ mastery of the standards and their developed skills will be showcased in their Senior Projects. The application of college and career anchor standards, so essential in the core content areas, will lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills.

Assignments will be aligned to the state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave YCCA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program will be its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

In its first year, YCCA has had a total enrollment of 55 students. Demographics for this student group are included below.

YCCA Student Enrollment by Age:
Age 16 = 15
Age 17 = 23
Age 18 = 16
Age 22 = 1
Total = 55

YCCA Student Enrollment by Ethnicity:
Hispanic: 42
American Indian or Alaskan Native: 3
African American: 3
Native Hawaiian or Other Pacific Islander: 1
White: 6

English learner students: 10
Students with disabilities: 2
Socioeconomically disadvantaged: 55
Yolo County Career Academy serves youth ages 16-24 from across Yolo County. The five (5) Yolo County districts refer students as appropriate to the program. All students who have a goal of earning a high school diploma and gaining family-sustaining career skills are welcome to enroll.

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

The key features of this year's LCAP are the focus on three key goals identified by stakeholders in the writing of the charter petition and carried through to the LCAP. Goal 1 highlights how YCCA will provide high quality curriculum and instruction focused on college and career readiness. Goal 2 highlights individualized learning plans and outcomes and the development of 21st Century skills with the support from intervention and wrap-around services. And, Goal 3 highlights how YCCA will work to provide a safe, inclusive and clean environment in which students can learn and thrive and in which families can engage with students in their learning plans.

The YCCA Charter School offers a unique opportunity for students enrolled in the Manufacturing and Product Design and Commercial and Residential Construction CTE pathways. The 2019-2020 LCAP helps focus our team's work on areas of growth across the school that have been identified through the WASC self-study process and through multiple stakeholder meetings in the development of the LCAP.

Students come in at varying levels of deficit after struggling at main stream schools. Students are given access to direct instruction whereby the curriculum is blended with industry. The small class size reaffirms the school’s commitment to meeting student needs and to the building of strong classroom cultures where students feel equally invested in helping each other succeed. Students have the opportunity to apply for an extended day, industry sponsored, paid fellowship.

The structure of the courses are combined to demonstrate best practices for industry-based instruction, while taking advantage of the talent of the students who work well with a hands-on approach. The instructors of the CTE courses are industry experts and hold a designated CTE credential in their industry sector. Students are able to access courses taught by instructors who are presently working in their respective trade. By having this type of approach in our curriculum with the manufacturing and product development component, the school has seen an improvement in student academic outcomes, attendance and the expansion of students wanting to go to either college or a trade school.

Students in the Construction pathway, in partnership with Yolo County Probation, earn a stipend for completing daily tasks as set forth by the program requirements. There has been notable improvement in student behaviors, attendance, and academic grades. Students who historically have had difficulties with school and law enforcement are now making decisions for the betterment of their future. Graduation for some students is becoming a reality. The stipend has assisted in the attraction of students wanting to be part of the program.

Review of Performance
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Although the state provides no data for YCCA via the California Dashboard, our local data and stakeholder feedback identify the following areas of greatest progress:

1. The YCCA Charter School had four (4) students who have met graduation requirements for school year 2018-19.

2. The YCCA Charter School program is a high priority for the Yolo County Board of Trustees and their actions reflect the support for the instructional programs at the Charter School.

3. The Alternative Education programs have received the SUMS (Cohort 3 MTSS) grant to help facilitate our multi-tiered system of supports for students and staff. MTSS is a tiered system of support for all youth based upon individual need. One hundred percent of students in the Construction program, YCCP, receive social-emotional counseling through Communicare. In 19-20, YCCA will expand health services through Communicare to the Manufacturing program, YCMP.

4. The Alternative Education programs and staff have created and built strong relationships with community partners and agencies such as; Yolo Arts, Yolo County Probation, Communicare, Yolo County Health and Human Services, California Endowment, All Leaders Must Serve, Davis Culture C.O.-O.P., Sacramento Area Youth Speaks, GPS Social Enterprises and Yolo County Public Defenders Office.

5. There is a highly collaborative environment for decision-making and shared understanding of curriculum delivery between administration and faculty.

6. The school’s weekly collaborative meetings provide faculty a continuum to discuss program needs, instructional materials needs, and/or concerns or questions. Our Professional Development days are scheduled throughout the year on Wednesday afternoons and have given our teachers and staff a chance to collaborate with community leaders and partners around the topic of culturally relevant curriculum to better serve our youth.

7. The Yolo County Office of Education provides opportunities for staff development for alternative education school administration and faculty. Fifteen staff participated in 16 hours of training around cultural relevancy offered by Sandy Holman and Dr. Vajra Watson.

8. There is a strong and positive engagement between students and staff in classroom activities.

9. The school’s Principal, Vice Principal, Counselor, Youth Advocate, and the College and Career Readiness staff are committed and dedicated to the educational services and successes of our youth.
10. There is a unified agreement on the school’s Vision and Mission Statements.

11. The School-wide Learner Outcomes: It is the goal of the Charter School that all students from YCCA become:

Self-directed learners who:
* Acquire and apply time management skills
* Take initiative and persevere to work both independently and collaboratively in applying knowledge and skills
* Integrate media and technology effectively as part of their learning process
* Think independently and reflect upon behavior while learning to promote intellectual, physical, and emotional growth
* Demonstrate responsibility and accountability for their actions
* Plan for achieving future goals

Contributing citizens who:
* Demonstrate decision-making skills that reflect character, respect, integrity, compassion, and a strong work ethic
* Connect to their community to help resolve real-world problems and make a positive impact
* Share responsibilities and are mindful of the opinions and contributions of others
* Appreciate diversity in our 21st-century global society

Effective communicators who:
* Listen and read to understand
* Ask questions and engage in discussion to create, inform, defend, or expand knowledge
* Articulate ideas clearly, both orally and in writing, using language, media, and technology

Yolo County Career Academy Charter School brought together in May of 2019 all significant stakeholders from education, industry, community, parents and students and collaborated on a self-assessment of the strengths, progress, and gaps within the Charter School during the WASC process and stakeholder collaboration meetings.

In order to build on the current success we are experiencing in our programs, we will design and implement a variety of systems to ensure that our services and actions are aligned with our YCCA mission, vision, and core values, site School-wide Learning Outcomes (SLO’s), and leverage our collaborative decision making process. One of our primary strategies for ensuring growth in our system will be to ensure alignment and clear communication of our goals and actions through the School Plan for Student Achievement (SPSA), the WASC three-year action plan, and the LCAP. Regular monitoring and refinement of actions supporting the goals will help drive success and growth in the program.

Referring to the California School Dashboard, 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 YCCA is in its first year of operation, there is no data available via the California Dashboard. YCCA local data and stakeholder feedback identify the following areas as primary areas of need:(as per WASC initial report 2018/2019 and Gap Analysis from Stakeholders)

1. Chronic Absenteeism - The overall absenteeism rate is low, but it is a continued focus for the program as enrollment grows. Currently, YCCA has an absence rate of 5.5%. YCCA will hire youth advocates to mentor students and assist with transportation.
2. Suspension Rate - The suspension rate for YCCP is 25.81% (8 of 31 students). The suspension rate for YCMP is 0% (0 of 24 students). YCCA would like to reduce the YCCP rate. YCCA will implement PBIS in 19/20.
3. Graduation Rate - The graduation rate for YCCP is 43% (3 of 7 seniors). The graduation rate for YCMP is 33% (1 of 3 seniors). YCCA will pair seniors with mentor teachers/leaders for increased intervention and support.
4. College and Career Readiness - One hundred percent of YCCA students have participated in a concentrator level Career Technical Education (CTE) course. Eight-nine percent (89%) of YCCP and 100% of YCMP students have received college and career transitional services. YCCA will continue to refine the pathways and implement work-ready certificates.
5. There is a need for teaching staff to learn how to integrate academics with career training through project-based learning and blended instruction. YCCA will provide ongoing professional development in project based learning and blended instruction.
6. Social/emotional counselor at the YCMP pathway - YCCA will contract with Communicare for 7 hours/week of support.
7. Transition Specialist focusing on post-secondary education and employment - YCCA will work with the YCOE College and Career Readiness department to develop a system of support.
8. Youth advocate for YCMP pathway students - YCCA will hire an additional para-educator to support students.
9. Greater understanding of the use of data in developing lesson plans and individual student learning goals - Administrators will focus on data driven curriculum in weekly teacher collaboration meetings.
10. Developing and maintaining a consistent systematic approach for continuous improvement through better understanding and use of student performance data. - Administrators will focus on data driven curriculum in weekly teacher collaboration meetings.
11. Implementation of restorative practices - YCCA will train and expand restorative practices through PBIS.
12. Improve our student’s ELA and math skills including the development of a student portfolio and record of accomplishment.
13. Continue to increase early exposure to career training, college options, and pre-technical training in an effort to help students to achieve their goals as the workforce demands continuously change in California.
14. Increased classroom observation by administrators to support teachers in implementing teaching strategies and to target further professional development opportunities. Continue to support teachers’ understanding of the use of data in developing lesson plans and individual student learning goals.
15. More enrichment opportunities to inspire students’ post secondary lives - YCCA will work with the YCOE College and Career Readiness department to develop a system of support.
16. Ensure that all student have access to a computer/laptop for credit recovery - YCCA will refurbish laptops as the population grows and per a purchasing timeline with IT.
17. Teachers need to write cohesive and relevant unit plans tied to the career pathway - Provide teacher work time and support during collaboration meetings.
18. Align WASC, SPSA and LCAP for better program coherence and program monitoring. Administration will work with stakeholders at School Site Council meetings to refine and align goals and actions.
19. Seek greater input from industry stakeholders as the program expands through the creation of an advisory panel of industry partners.
20. An interactive website that facilitates communication with partners - The vice principal will provide over site for the website and communications.
21. Instructional Coach - YCCA will contract with an outside agency on project-based learning.
22. Wifi cards for students to be able to engage in distance learning from home - YCCA will explore feasibility of purchasing wifi cards.

Yolo County Career Charter School brought together in May of 2019 all significant stakeholders from education, industry, community, parents and students and collaborated on a self assessment of the strengths, progress, and gaps within the Charter School during the WASC process and stakeholder collaboration meetings. YCCA Charter School will monitor thru the LCAP and WASC process to build on the needs of the school and successes.

Referring to the California School Dashboard, 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**

Although the state has no data for YCCA via the California Dashboard, our local data and stakeholder feedback identify the following areas as performance gaps for youth enrolled at YCCA Charter School:

1. Individual attendance rates need to remain high if youth are to attain success. Our target for youth at the Charter School is 90%. YCCA will continue to benefit from a youth advocate assigned to the program and will hire an additional para-educator.

2. Acceleration of literacy and math (numeracy) achievement across our programs needs to occur in order for our students to achieve parity with their peers in the comprehensive setting and ensure success beyond high school. YCCA needs to strengthen curriculum options with new ELA and Math adoptions. YCCA will also continue to expand the use of the online blended learning platform Edgenuity.

3. Implementation and data collection of Individualized learning plans across our program is an area of growth and primary focus as these documents serve as the primary resource to coordinate programs and services for youth and communication tool across systems. Fifty-two (52) percent of students at YCCP and 46% of students at YCMP have completed an individualized learning plan ILP). Implement protocols and expectations with
teachers for developing a first ILP and a schedule for regular reviews.

4. Industry Certified training - Work with the YCOE College and Career Readiness staff to implement workforce readiness training and certification. Explore industry-recognized certifications in the areas of construction and manufacturing.

5. Designing of successful transition supports in collaboration with community partners remains an area of growth for the next several years as a way to maintain care and programming regardless of the context within which we are serving our students. YCCA will expand and formalize an advisory that invites participation of industry, workforce, post-secondary, and community-based partners.

6. Youth self-regulation, pro-social behavior, & self-advocacy across programs need to occur on a consistent basis as a demonstration of personal growth and readiness for life beyond high school. YCCA will implement Tier I PBIS strategies with all students.

7. Providing transportation services for youth, employing Youth Advocates at our Charter School to assist with mentoring, and partnering with other agencies to complement the educational services we provide. This will be addressed through the advisory team.

8. Developing and implementing a Multi-tiered System of Support to address the academic, social-emotional, and behavioral needs of the youth we serve. YCCA will implement Tier I PBIS strategies with all students in 19/20.

9. Partnering with outside agencies to ensure culturally relevant curriculum is available and delivered to increased student engagement and increase credit completion. Professional Development in project based learning (PBL) and blended instruction. Contract with Sandy Holman, SAYs, and other providers to provided ongoing training in culturally relevant curriculum as well as PBL and blended learning.

10. Collaborate with the College and Career Readiness Department, Program Specialist, Yolo County Probation, and support staff to create a systematic approach to serving youth with an immediate need for transitional support. Currently, there is no defined system.

The gaps will be addressed using the LCAP and WASC process for school improvement.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
Schools Identified
Identify the schools within the LEA that have been identified for CSI.

YCCA is in its first year of operation and did not receive CSI funding in 18/19.

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

YCCA is in its first year of operation and did not receive CSI funding in 18/19.

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

YCCA is in its first year of operation and did not receive CSI funding in 18/19.
## Annual Update

**LCAP Year Reviewed: 2018-19**

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

### Goal 1

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities:</td>
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<tr>
<td>Local Priorities:</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected</strong></td>
</tr>
<tr>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable outcomes from the prior year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions / Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.</td>
</tr>
</tbody>
</table>

### Action 1

<table>
<thead>
<tr>
<th>Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable actions or services from the prior year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolo County Career Academy Charter School opened in 18-19 school year. There are no estimated actual expenditures from the prior year. 0000: Unrestricted Other</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.

Yolo County Career Academy Charter School opened in the 18-19 school year. There is no reportable implementation of actions or services from the prior year.

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

Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable levels of effectiveness for actions or services from the prior year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable material differences from the prior year.

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.

Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable changes from the prior year.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Yolo County Career Academy Charter School stakeholder engagement is an integral part of the LCAP process. In our first year of developing the LCAP, the writing team members used feedback from the WASC process, School Site Council Meetings, Executive Board meetings, YCOE administration, and via a collaborative retreat with all partners of Yolo County Career Academy. The meetings are open to the community, parents, students, and staff for feedback concerning our goals, actions and services, and outcomes, along with the budget necessary to provide them. A highlight for the LCAP was the opportunity for a wide variety of stakeholders to participate in a collaborative process in May of 2019.

Alternative Education Administration Meetings – Data was shared and input gathered during administrative meetings throughout the year with school administration teams and the director of curriculum and instruction.

Faculty and Staff Meetings – Starting in November 2018, we reviewed our Charter School petition and began the process of developing our LCAP using the Charter School petition as a guide. Staff meetings were held weekly from November thru June. As part of our agenda we addressed the goals on a monthly basis. Staff was kept apprised of the goals at regularly scheduled meetings. Areas in need of improvement were noted and discussed throughout the year.

School Site Council/DELAC Meetings were held:

* March 7, 2019
* April 10, 2019
* May 15, 2019

Executive Board Meetings were held:

* April 4, 2019
* May 2, 2019

The involvement process this year allowed for multiple pathways and opportunities for stakeholders to participate. The pathways included providing input at the March, April, and May Charter School Site Site Council meetings; The March, April and May
community stakeholder meetings 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. Information was provided on goals based on broad categories of conditions of learning, available local 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.

Board of Directors – Various LCAP Metrics were discussed. Academic achievement, social skill development, attendance progress and actions, as well as updates on facilities and technology were some of the LCAP topics reviewed. Special education and site based intervention were discussed. Meetings are open to the community at large, parents, faculty, staff, and students. Ideas for improvements were discussed. Ideas included better intervention, improved school lunch program, strategies for marketing to increase enrollment, and more consistency with support staff.

Impact on LCAP and Annual Update

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

The School Site Council identified a need to focus on integrating core curriculum into project based learning in CTE courses (Goal 1, Action 1)

Stakeholders identified the importance of credit recovery and the use of Edgenuity as a way to make up credits. (Goal 1, Action 1, 2)

Stakeholders helped define the need for social-emotional learning to address chronic absenteeism and issues of bullying or harassment at school. (Goal 2, Action 1)

Stakeholders identified the need to highlight student achievement through a variety of systems such as Student of the Month and recognition in a monthly newsletter. (Goal 2, Action 4)

In order to provide equitable access to all students, stakeholders identified a need for home to school transportation. (Goal 2, Action 4)

In order to develop a culture of caring and support, stakeholders identified the need for staff training in and implementation of a positive intervention program. (Goal 3, Action 3)
## Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

## Goal 1

As per the Yolo County Career Academy Charter School Petition: Provide all students with classroom instruction and curriculum that promote college and career readiness.

### State and/or Local Priorities addressed by this goal:

| State Priorities: Priority 2: State Standards (Conditions of Learning)  
| Priority 4: Pupil Achievement (Pupil Outcomes)  
| Priority 7: Course Access (Conditions of Learning) |

| Local Priorities: |

### Identified Need:

The following identified needs are from Yolo County Career Academy Charter School Petition:

1. Students need instructional strategies that enable them to increase their skill sets in literacy and numeracy (i.e., understanding math concepts and how to apply them) to enable them to access the California State Standards in all content areas and to be career ready.
2. Students need extended learning time, access to technology, informational reading, hands-on learning activities, and personalized instruction.
3. Students need experiences to explore career interests and post-secondary interests, including Career Technical Education learning (A-G requirement not applicable) and field trips to post-secondary institutions, including those offering trade certifications.
4. Students need an educational program that uses data to continuously improve its designed and impact.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students who make more than a year’s worth of progress (50 or more credits).</td>
<td>The state average is 84.6% in 18-19 based on data pulled from the California Dashboard.</td>
<td>The school opened in 18-19 school year. There were no measurable outcomes planned for the 17-18 school year.</td>
<td>The school opened in 18-19 school year. There were no measurable outcomes planned for the 18-19 school year.</td>
<td>Increase graduation rate by 5% annually for all students until YCCA meets the state average.</td>
</tr>
<tr>
<td>The percentage of students who make more than one year’s growth in a 180 day period on the STAR reading and math assessment or equivalent assessment.</td>
<td>The school opened in the 18-19 school year. The baseline will be established with data from 18-19.</td>
<td>The school opened in 18-19 school year.</td>
<td>The school opened in 18-19 school year.</td>
<td>Increase percentage of growth of students who meet their present grade level in Math and ELA by 5%.</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 1**

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>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>English Learners</td>
<td>LEA-wide</td>
<td>Specific Schools: Yolo County Career Academy Specific Grade Spans: 9-12</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Services</td>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
<td>The school opened in 18-19 school year. There were no actions planned for the 17-18 school year.</td>
<td>The school opened in 18-19 school year. There were no actions planned for the 18-19 school year.</td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
<td>1.1 Continue to train and implement Edgenuity.</td>
<td>1.2 Professional development on classroom management and project based learning.</td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td></td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures STAR Renaissance</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16050</td>
<td>LCFF Base</td>
<td>5000-5999: Services And Other Operating Expenditures Edgenuity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,500</td>
<td>LCFF Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures Professional Learning Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18692</td>
<td>LCFF Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures Academic Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26640</td>
<td>Other</td>
<td>5000-5999: Services And Other Operating Expenditures CTE Collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**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)
- English Learners
- Foster Youth
- Low Income

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- Specific Schools: Yolo County Career Academy
- Specific Grade Spans: 9-12

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
- New Action

**2017-18 Actions/Services**
Yolo County Career Academy Charter School was not operational during the 2017/2018 school year

**2018-19 Actions/Services**
Yolo County Career Academy Charter School will use 2018/2019 as a baseline

**2019-20 Actions/Services**
- 2.0 Training during PLCs and Staff Meetings on Project Based Learning.
- 2.1 Train staff in the use of Edgenuity during scheduled collaboration time.
- 2.3 Add required technology to drive 21st Century curriculum.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>PLC and PBL Trainings (no associated costs)</td>
</tr>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>Edgenuity Training (costs included in Action 1)</td>
</tr>
</tbody>
</table>
### Action 3

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>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>English Learners</td>
<td>LEA-wide</td>
<td>Specific Schools: Yolo County Career Academy Specific Grade Spans: 9-12</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>X New Action</td>
<td>X New Action</td>
<td>X New Action</td>
</tr>
</tbody>
</table>
Yolo County Career Academy Charter School was not operational during the 2017/2018 school year.

Yolo County Career Academy Charter School will use 2018/2019 as a baseline.

3.0 Counsel students on graduation pathways and college to career prospects.

3.1 Take a look at implementation of Positive Behavior Intervention Supports (PBIS).

3.2 Provide additional feedback and intervention support for students as identified struggling academically, emotionally and behavior.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>9560</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition Specialist Support Contract</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>16789</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PBIS Training</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>24718</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paraeducator Salary</td>
</tr>
</tbody>
</table>
### Action 4

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>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Location(s) selection here]

**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>
</tbody>
</table>

- English Learners
- Foster Youth
- Low Income
- LEA-wide
- Specific Schools: Yolo County Career Academy
- Specific Grade Spans: 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  Select from New, Modified, or Unchanged for 2018-19  Select from New, Modified, or Unchanged for 2019-20  New Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolo County Career Academy Charter School was not operational during the 2017/2018 school year</td>
<td>Yolo County Career Academy Charter School will use 2018/2019 as a baseline</td>
<td>4.0 Increase community partnerships leading to student apprenticeships and jobs. 4.1 Utilize existing CTE programs to promote all CTE pathways.</td>
</tr>
</tbody>
</table>
4.2 Improve school culture as demonstrated through suspension and attendance.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>3,000</td>
<td>0</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies Partnership Advisory Meetings Supplies and Costs</td>
<td>CTE Collaboration iwith partner LEAs (no associated costs)</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>3534</td>
<td>3534</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies PBIS Student Incentives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolo County Construction Program:</td>
</tr>
</tbody>
</table>
Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$75,828</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20937</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41090</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,000</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies Supplies</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Other</td>
<td>5000-5999: Services And Other Operating Expenditures Probation Officer provided by Yolo County Probation.</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 2

As per the Yolo County Charter School Petition:

Support students in creating personalized outcomes and building 21st century skills.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

Identified Need:

As identified in the Yolo County Career Academy Charter School Petition:
1. Students need an effective, comprehensive educational program that addresses their individual needs in the learning environment and is responsive to the challenges they experience in school and in the community.
2. Youth who have dropped out of high school, are unemployed, or underemployed typically experience chronically stressful environments in multiple contexts and benefit from specific supports and practices being implemented by teams of support providers.
3. Students need Personalized Learning Plans (PLP’s) that help them identify their goals, interests, timelines for completion, and next steps as they transition from YCCA.
4. Students need to complete their high school equivalency and attain industry-aligned certification(s) pertinent to Yolo County.
## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry Certification:</strong> The percentage of Students who earn industry certification</td>
<td>The benchmark is that 0% of students received an industry certification in 18-19.</td>
<td>Yolo County Career Academy Charter School was not operational during 2017/2018</td>
<td>Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year.</td>
<td>Identify industry-recognized certifications for each pathway and increase the percentage of students receiving industry certification by 25%.</td>
</tr>
<tr>
<td><strong>Individual Learning Plans (ILPs) are used to develop student goals and outcomes</strong></td>
<td>The benchmark is that 52% of YCCP students completed an ILP and 46% of YCMP students completed an ILP.</td>
<td>Yolo County Career Academy Charter School was not operational during 2017/2018</td>
<td>Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year</td>
<td>Eighty percent of students in both YCCP and YCMP will create an ILP.</td>
</tr>
<tr>
<td><strong>Percentage of students with less than 16 days of absence in a school year. (YCOE Data Specialists)</strong></td>
<td>The benchmark for YCCP is 3%. The benchmark for YCMP is 8%.</td>
<td>Yolo County Career Academy Charter School was not operational during 2017/2018</td>
<td>Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year</td>
<td>Chronically absent students in YCCA will decrease by 2%.</td>
</tr>
<tr>
<td><strong>Keep suspensions and expulsions below 5% of the student population.</strong></td>
<td>The benchmark in 18-19 for YCCP is 25%. The benchmark for YCMP is 0%.</td>
<td>Yolo County Career Academy Charter School was not operational during 2017/2018</td>
<td>Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year</td>
<td>YCCA will maintain and/or decrease the suspension rate by 5%.</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 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>Specific Schools: Yolo County Career Academy</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td>Specific Grade Spans: 9-12</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

**2017-18 Actions/Services**

Yolo County Career Academy Charter School was not operational in 2017/2018

**2018-19 Actions/Services**

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

**2019-20 Actions/Services**

1.0 Increase student/teacher contentedness and students’ emotional well-being by increasing the time available for Intervention support personnel and pupil contact

1.1 Provide additional supports and services to increase school contentedness and students’ social-emotional well-being, including reducing chronic absenteeism and reducing the number of students who report being bullied or harassed at school.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Communicare Contract for Support Services</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>4000-4999: Books And Supplies School Climate Surveys</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

Specific Schools: Yolo County Career Academy  
Specific Grade Spans: 9-12

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services
Yolo County Career Academy Charter School was not operational in 2017/2018

2018-19 Actions/Services
Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services
2.0 Increase enrollment and participation in engaging CTE programs (pathways, linked learning, student organizations) to increase opportunities for career exploration and career planning to support academic growth and personal aspirations.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>15000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Pathway Supplies</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 3

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Specific Schools: Yolo County Career Academy Charter School
Specific Grade Spans: 9-12
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2017-18</strong></td>
<td></td>
<td></td>
<td>New Action</td>
</tr>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td>Yolo County Career Academy Charter School was not operational in 2017/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2018-19 Actions/Services</strong></td>
<td></td>
<td>Yolo County Career Academy Charter School will use 2018/2019 as a baseline</td>
<td></td>
</tr>
<tr>
<td><strong>2019-20 Actions/Services</strong></td>
<td></td>
<td></td>
<td>3.0 Set aside time for teaching staff to meet with students to develop Individual Learning and transition plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.1 Provide training to all staff on how to complete and implement an Individual Learning plan</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td>4000-4999: Books And Supplies Supplies</td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

**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)
  - [Add Students to be Served selection here]

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

**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)

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

**Location(s):**
- (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>Specific Schools: Yolo County Career Academy Specific Grade Spans: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Yolo County Career Academy Charter School was not operational in 2017/2018

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

4.0 Provide Home-to-School transportation service to ensure equal access to our school for all YCCA students, regardless of economic status.

4.1 Maintain all activities used to recognize student successes including academic recognition moments added to a monthly newsletter, as well as Honor Roll and Student of the Month.

4.2 Continue with extended school year to support students in credit recovery and CTE certification skills.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>500</td>
<td>LCFF Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Van for Students Transportation</td>
</tr>
<tr>
<td>2018-19</td>
<td>500</td>
<td>LCFF Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Van for Students Transportation</td>
</tr>
<tr>
<td>2019-20</td>
<td>500</td>
<td>LCFF Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Van for Students Transportation</td>
</tr>
<tr>
<td>Amount</td>
<td>7500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Other Transportation Services for Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Goal 3
As stated in the Yolo County Career Academy Charter School Petition: Ensure that all students have a safe, inclusive, and clean environment, in which to learn and thrive, and engage families in this effort.

State and/or Local Priorities addressed by this goal:
| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Local Priorities: |

Identified Need:
The following identified needs are stated in the Yolo County Career Academy Petition:
1. Students need access to qualified staff, standards aligned curriculum, and quality instruction
2. Students need a safe and nurturing campus.
3. Students need opportunities for their families to be engaged in their learning experiences in order to thrive.
4. Students need connections between their support systems at school and in the community.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities in good repair: Maintain 100% of facilities in good repair (School Accountability Report Card)</td>
<td>YCCA's baseline for YCCP is fair and for YCMP is good.</td>
<td>Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year</td>
<td>Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.</td>
<td>Attain a rating of &quot;good&quot; for facilities on the SARC for all YCCA sites.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Program Safety: Number of injuries or accidents recorded annually via Student Accident Reports.</td>
<td>YCCA's baseline is zero injuries or accidents as experienced in 18-19.</td>
<td>Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year</td>
<td>Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.</td>
<td>YCCA will maintain an accident log with a goal of zero injuries or accidents.</td>
</tr>
<tr>
<td>Perceived support: Increase percentage of students who respond with agree or strongly agree that the school is a supportive and inviting place for students to learn.</td>
<td>89% of YCCA students believe the school is a supportive and inviting place for students to learn.</td>
<td>Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year</td>
<td>Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.</td>
<td>YCCA will maintain or increase the percentage of students who agree or strongly agree that the school is a supportive and inviting place for students to learn.</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 1**

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>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

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>
</tbody>
</table>
### English Learners
- Foster Youth
- Low Income

### LEA-wide

### Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

#### New Action

### 2017-18 Actions/Services

Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year

### 2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.

1.0 Provide physically safe environment and facilities inspections

1.1 Create and implement an equipment replacement cycle where equipment, curriculum, and technology are refreshed on a regular basis in line with curricular and fiscal needs.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>Annual FIT Inspections (no associated costs)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>Equipment Refresh Cycle (no associated costs)</td>
</tr>
</tbody>
</table>

### Action 2

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)

[Add Students to be Served selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
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>
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</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>English Learners</td>
<td>LEA-wide</td>
<td>Specific Schools: Yolo County Career Academy Charter School Specific Grade Spans: 9-12</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.

2019-20 Actions/Services

2.0 Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups.

2.1 Access school-based counseling services for all students

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures 0.2 FTE Counseling Services provided by YCOE’s Alt. Ed. Department</td>
<td></td>
</tr>
</tbody>
</table>
### Action 3

**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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

<table>
<thead>
<tr>
<th>Options</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>Specific Schools: Yolo County Career Academy Specific Grade Spans: 9-12</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year

**2018-19 Actions/Services**

Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.

**2019-20 Actions/Services**

3.0 Meet regularly with MTSS Implementation Team to evaluate and implement various Universal, Tier 2 and Tier 3 level supports for students with repeat referrals or teacher identified internalizing/social skill issues.

3.1 Implement a culture of caring and support by implementing Positive Behavior Intervention Support (PBIS) program

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>PBIS and MTSS Collaboration (costs included in Goal 1 Action 3)</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
---|---
$125,179 | 33.28%

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).

Youth served through our programs reflect a significant transient population, specifically youth who transition between our county schools on a regular basis and represent a high concentration of unduplicated students per LCFF definition (i.e., Foster Youth, English Learners, and youth from a Low-Income background). Serving our youth also requires collaboration and communication across various agencies e.g., Probation, the Workforce Investment Board, Communicate, and industry, that partner with YCOE in delivering programs and resources in the community across the entire county. Our unduplicated student population percentage is 77. So, while the contributing LCAP actions and services are LEA-wide, they are principally directed serving unduplicated student populations. For the 19-20 school year, we anticipate $125,179 in supplemental and concentration funds but our 19-20 budgeted expenditures exceed this amount. Therefore, the LCAP quantitatively meets the requirement to increase or improve services by 33.28%.

Goal 1
1.0 Training and support for student achievement in Math and ELA
1.1 Training and implement Edgenuity
1.2 Professional Development on project-based learning
1.3 Implementation of PBIS Tier 1
1.4 Increase partnerships, and improve school culture

Goal 2
2.0 Improve student and teacher relationships, provide student support on social-emotional well-being
2.1 Increase student enrollment, and career opportunities
2.1 Implement Individual Learning plans school wide, provide training for staff on how to implement Individual Learning plan
Goal 3
3.0 Physically safe facility, annually address the purchase, renewal and replacement of curriculum, equipment and technology
3.1 Schoolwide support of students who need social development skills
3.2 Implementation of PBIS Tier 1 system of support

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

| $ |

Percentage to Increase or Improve Services

| % |

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).

LCAP Year: 2017-18
<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>%</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).
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.
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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

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

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “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).

(e) “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, January 2019
## LCAP Expenditure Summary

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