

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Compass Charter School of Yolo	J.J. Lewis Superintendent and CEO	jlewis@compasscharters.org 818-824-6233

2019-20 Plan Summary

The Story

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

Compass Charter Schools (CCS) of Yolo is a direct-funded charter school that will begin operations in Fall 2019, authorized by the Winters Joint Unified School District in Yolo County, CA. CCS of Yolo will provide two program options for families. The Online Option is a virtual independent study public charter school program serving scholars (students) who reside in Yolo County and its adjacent counties. The Options Option is a virtual, home-school public charter school program that facilitates the families in providing instructional support, guidance and oversight to homeschools. The mission of CCS is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). CCS of Yolo anticipates serving nearly 100 scholars whose families have determined that a virtual independent study or homeschool charter school best suits their scholars and families' needs. CCS of Yolo anticipates that the scholar population will mirror the Winters JUSD and consist of 66.8% socioeconomically disadvantaged (SED), 2.7% homeless, 32.9% English Learners (ELs), 0.5% foster youth, and 13.53% students with disabilities (SWD).

Scholars will attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in regular classes. Some reasons why scholars choose Independent study programs are because:

- it is designed to help scholars who have health problems,
- they are parents,
- they are gifted,
- they require more time in certain subjects,
- activities such as acting, dancing, and athletics require time during the normal school day,
- they are working,
- they are looking for flexibility,
- they find that regular classroom settings do not meet their needs, or
- with the growing number of violent episodes on school campuses, they are looking for a safe environment.

Independent study is a viable option for many because it offers scholars the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows scholars to go as quickly or slowly as they need to for standard mastery. In the Online Learning Program, the state-standard aligned curriculum is provided through texts and online platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. In the Options Learning Program, families use instructional funds and choose their curriculum(s) from our approved vendor list, with support and progress supervised by both the credentialed educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient of credits required to graduate, so we will make high school course and credit recovery an option for all scholars who are deficient of credits.

LCAP Highlights

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

Compass Charter Schools of Yolo is a new Charter School and did not have a 2018-19 LCAP.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.

CCS of Yolo has not 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.

Not Applicable

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.

Not Applicable

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?

CCS provides regular opportunities for stakeholders to give input to the Charter School. For parents, these opportunities include, but are not limited to, our Parent Advisory Council, quarterly Parent Town Hall meetings, annual satisfaction survey, and monthly check-ins or conferences with learning coaches and teachers. For staff and teachers, opportunities include monthly meetings, professional development sessions, annual satisfaction survey and direct access to senior staff via telephone calls, emails and in-person meetings. The Board of Directors meet quarterly, and all stakeholders are informed of the agenda as per Brown Act. Moreover, stakeholders are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, CCS encourages stakeholders to comment on the strengths they see in the Charter School and to comments on any areas of opportunity that the Charter School could focus on Operations, Governance, Fiscal or Educational Performance.

The Parent Advisory Council (PAC) meets regularly on the following on the third Friday of every other month, starting in November. During the first PAC meeting of the school year, on November 12, 2018, school leaders helped families understand the components of the 18-19 LCAP and to discuss how we could best use the LCFF funds to serve our scholars and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. The PAC also analyzed the annual state assessments to include SBAC and ELPAC. The formal engagement process with stakeholders began by administering our annual Planning Survey with our families in April 2019. The surveys were available in English and Spanish so all of our families could participate. XXX% of parents responded. Scholars at CCS were also consulted in regard to their perception on school safety and climate. Parents were also asked about school culture in the Planning Survey. Staff and teachers also engaged in the LCAP review process. In addition, the CCS Board of Directors also met in Spring of 2019 to discuss areas of growth and improvement at the school. CCS' Board of Directors met on June 24, 2019 to review and finalize CCS's LCAP.

Impact on LCAP and Annual Update

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

The consultations with stakeholders listed above resulted in clear suggestions for meaningful improvement for 2019-20. Another key factor which has impacted the work that CCS has done is the designation of Comprehensive Support and Improvement based on a low graduation rate for the last two years being less than 67%. CCS is working with CCEE and receiving support to develop actions and services that will increase the graduation rate as well as academic achievement and scholar and parent involvement.

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

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1, 2, 3, 4, 5

Identified Need:

CCS of Yolo will identify the percent of scholars who meet or exceed standard mastery on the SBAC in ELA and Math overall and by significant subgroup.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline 2019-20	2020-21
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none">Grades 3-5 (Online Program)Grades 3-5 (Options Program)Grades 6-8 (Online Program)Grades 6-8 (Options Program)	Increase the percent of scholars who score met or exceed standards (Determine Baseline 2019-20)	Increase the percent of scholars who score met or exceeded met or exceed standards by (TBD)

Metrics/Indicators	Baseline 2019-20	2020-21
<ul style="list-style-type: none"> Grade 11 (Online Program) Grade 11 (Options Program) 		
<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grades 3-5 (Online Program) Grades 3-5 (Options Program) Grades 6-8 (Online Program) Grades 6-8 (Options Program) Grade 11 (Online Program) Grade 11 (Options Program) 	<p>Increase the percent of scholars who score met or exceed standards by (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who score met or exceed standards by (TBD)</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> Grade 5 (Online Program) Grade 5 (Options Program) LEA eligible Grades 10, 11 Or 12 (Online Program) LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>	<p>CAST grades 5, 8 and LEA eligible 10, 11 or 12 high school scholars (Met or Exceeded Standard)</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) Options Elementary School (grades TK-5) Online Middle School (grades 6-8) Options Middle School (grades 6-8) 	<p>Percent of scholars at or above grade level on Internal ELA assessments at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal ELA assessments by (TBD)</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> Online Elementary School (grades K-5) 	<p>Percent of scholars at or above grade level on Internal Math assessments at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who score at or above grade level on Internal Math assessments by (TBD)</p>

Metrics/Indicators	Baseline 2019-20	2020-21
<ul style="list-style-type: none"> ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) 		
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by (TBD)</p>
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic ELA Assessment at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic ELA Assessment by (TBD)</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Percent of scholars at or above grade level on Diagnostic Math Assessment at (Determine Baseline 2019-20)</p>	<p>Increase the percent of scholars at or above grade level on Diagnostic Assessment Math by (TBD)</p>

Metrics/Indicators	Baseline 2019-20	2020-21
Constructed Response Writing Prompt	(TBD)	50% of scholars will pass Constructed Response Writing Prompt
EL Reclassification Rate <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12) 	Maintain or increase the EL Reclassification Rate of 20%	Maintain or increase the EL Reclassification Rate of 20%
Percent of High School Seniors eligible for Graduation <ul style="list-style-type: none"> • Online High School Seniors • Options High School Seniors 	Increase the percent of Seniors eligible for graduation by (Determine Baseline 2019-20)	Increase the percent of Seniors eligible for graduation by (TBD)
Attendance Rates <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12) 	Increase Attendance Rate to 97%	Maintain Attendance Rate over 97%

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 1.1

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

Students to be Served:

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

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.

Budgeted Expenditures

Year	2019-20
Amount	2,679,705
Source	LCFF Base LCFF S&C Title I
Budget Reference	1100, 4100, 4200, 4410

Action 1.2

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.

Budgeted Expenditures

Year	2019-20
Amount	60,587
Source	LCFF S&C Title I
Budget Reference	1200, 2100

Action 1.3

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.

Budgeted Expenditures

Year	2019-20
Amount	64,760
Source	LCFF Base Title II
Budget Reference	5200, 5210

Action 1.4

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholars Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.

Budgeted Expenditures

Year	2019-20
Amount	12,051
Source	LCFF Base
Budget Reference	2200, 2400

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

New Goal

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 3, 4, 5

Identified Need:

CCS of Yolo recognize parents as partners in their child's education especially in the virtual educational environment. The Charter School will monitor grade span (Elementary, Middle School and High School) retention to ensure scholars benefit from a comprehensive educational experience. Also, ensuring scholar and parent engagement and involvement is important to help scholars and parents feel supported, safe and comfortable and to increase student academic achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	2019-20
Attendance Rates <ul style="list-style-type: none">● Online Elementary School (grades K-5)● Options Elementary School (grades TK-5)● Online Middle School (grades 6-8)● Options Middle School (grades 6-8)● Online High School (grades 9-12)● Options High School (grades 9-12)	Determine Baseline 2019-20

Metrics/Indicators	2019-20
Number of scholar clubs	Determine Baseline 2019-20
Parent Advisory Council meeting minutes and Board Minutes	Determine Baseline 2019-20
Scholar Leadership Council meeting minutes and Board Minutes	Determine Baseline 2019-20
Participation in Parent/Teacher Conferences	Determine Baseline 2019-20
Participation in Satisfaction/LCAP Survey	Determine Baseline 2019-20
<p>Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS)</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline 2019-20
<p>Suspension Rate</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	Determine Baseline 2019-20
Award Recognition Program	Determine Baseline 2019-20

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 2.1

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

Students to be Served:

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

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, participating in the Learning Coach Academy, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are

2019-20 Actions/Services

linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Expense

Action 2.2

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will ensure the Award Recognition Program to include the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, Core Values (ARTIC) Awards given bi-monthly. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificate or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.

Budgeted Expenditures

Year 2019-20

Amount 4,857

Source LCFF Base

Budget Reference 5830

Action 2.3

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.

Budgeted Expenditures

Year	2019-20
Amount	14,571
Source	LCFF Base
Budget Reference	5830

Action 2.4

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.

Budgeted Expenditures

Year	2019-20
Amount	0
Source	
Budget Reference	No Additional Cost

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

New Goal

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1, 2, 3, 4

Identified Need:

CCS of Yolo is prepared to serve scholars in special populations and will support the scholars to ensure the academic achievement of scholars.

Expected Annual Measurable Outcomes

Metrics/Indicators	2019-20
SBAC ELA (Met or Exceeded Standard) <ul style="list-style-type: none">• Grades 3-5 (Online Program)• Grades 3-5 (Options Program)• Grades 6-8 (Online Program)• Grades 6-8 (Options Program)• Grade 11 (Online Program)• Grade 11 (Options Program)	Determine Baseline in 2019-20

Metrics/Indicators

2019-20

<p>SBAC Math (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program) 	<p>Determine Baseline in 2019-20</p>
<p>CAST (Met or Exceeded Standard)</p> <ul style="list-style-type: none"> • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 Or 12 (Online Program) • LEA eligible Grades 10, 11 Or 12 (Options Program) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars at or above grade level on Internal ELA assessments</p> <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars at or above grade level on Internal Math assessments</p> <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars eligible for Honor Roll</p> <ul style="list-style-type: none"> • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) 	<p>Determine Baseline in 2019-20</p>

Metrics/Indicators

2019-20

<ul style="list-style-type: none"> ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	
<p>Percent of scholars at or above grade level on Diagnostic ELA Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of scholars at or above grade level on Diagnostic Math Assessments</p> <ul style="list-style-type: none"> ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Determine Baseline in 2019-20</p>
<p>EL Reclassification Rate</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12) 	<p>Determine Baseline in 2019-20</p>
<p>Percent of High School Seniors eligible for Graduation</p> <ul style="list-style-type: none"> ● Online High School Seniors ● Options High School Seniors 	<p>Determine Baseline in 2019-20</p>
<p>Attendance Rates</p> <ul style="list-style-type: none"> ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) 	<p>Determine Baseline in 2019-20</p>

Metrics/Indicators

2019-20

<ul style="list-style-type: none"> • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12) 	
Constructed Response Writing Prompt	50% of scholars will pass Constructed Response Writing Prompt
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log
Resource Log	Resource Log

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 3.1

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

Students to be Served:

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

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.

Budgeted Expenditures

Year	2019-20
Amount	32,444
Source	LCFF S&C
Budget Reference	1200, 2200

Action 3.2

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to online MTSS curriculum like ThinkingStorm, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.

Budgeted Expenditures

Year	2019-20
Amount	19,011
Source	LCFF S&C Title IV
Budget Reference	4430

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

New Goal

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 3, 4, 5

Identified Need:

CCS of Yolo understands the importance of graduates of the Charter School to be College and Career Ready.

Expected Annual Measurable Outcomes

Metrics/Indicators	2019-20
Graduation Rate <ul style="list-style-type: none"> ● Online High School Seniors ● Options High School Seniors 	Determine Baseline in 2019-20
4 Year Cohort Graduation Rate <ul style="list-style-type: none"> ● Online High School Seniors enrolled in grades 9-12 ● Options High School Seniors enrolled in grades 9-12 	Determine Baseline in 2019-20
5 Year Cohort Graduation Rate <ul style="list-style-type: none"> ● Online High School Seniors enrolled in grades 9-12 + 5th year 	Determine Baseline in 2019-20

Metrics/Indicators	2019-20
<ul style="list-style-type: none"> Options High School Seniors enrolled in grades 9-12 + 5th year 	
A-G Course Completion at end of Grade 12 <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
AP Passage (3 or Higher) Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
CTE Course Enrollment and Passage Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
EAP Ready or Conditionally Ready Rates <ul style="list-style-type: none"> Online High School Juniors Options High School Juniors 	Determine Baseline in 2019-20
College Acceptance Rate <ul style="list-style-type: none"> Online High School Seniors Options High School Seniors 	Determine Baseline in 2019-20
Drop Out Rate <ul style="list-style-type: none"> Online High School Options High School 	Determine Baseline in 2019-20

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 4.1

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

Students to be Served:

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

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.

Budgeted Expenditures

Year 2019-20

Amount 25,504

Year 2019-20

Source LCFF Base

Budget Reference 4200, 5602, 5605

Action 4.2

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)

All Students
 English Learners, Foster Youth, Homeless Youth,
 Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.

Budgeted Expenditures

Year	2019-20
Amount	27,750
Source	LCFF Base
Budget Reference	1200

Action 4.3

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.

Budgeted Expenditures

Year 2019-20

Amount

0

Source

Included in 4.2

Budget Reference

No Additional Cost

Action 4.4

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)

All Students
English Learners, Foster Youth, Homeless Youth,
Students with Disabilities, Socioeconomically Disadvantaged

Location(s):

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

CCS of Yolo

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

2019-20 Actions/Services

CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.

Budgeted Expenditures

Year	2019-20
Amount	17,902
Source	LCFF Base
Budget Reference	1200, 5300

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

\$ 858,457

20.58%

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).

The various services described in the 2019-20 LCAP are intended to improve outcomes for all our scholars. The goals in the LCAP were set based on the overall Charter School goals, in alignment with the state priorities, and were developed with stakeholder input by identifying the most urgent needs of the scholars for the upcoming year. In addition, the school expects that approximately 65% of its scholar population will be considered "unduplicated pupils". The school is confident that by working toward the goals in the LCAP, scholar achievement will increase for unduplicated pupils as well as other groups of scholars.

The 2019-20 LCAP requires a minimum of 20.58% increased or improved services for unduplicated pupils. The 2019-20 LCAP is focused on the growth of scholars overall and by significant subgroups.

The increase in supplemental funds will be used during 2019-20 to:

1. Provide professional development to teachers, staff and administrators
2. Provide MTSS interventions
3. Incentivize attendance
4. Provide opportunities for parent involvement
5. Provide award recognition program for scholars and learning coaches
6. Provide engagement activities

7. Provide services to ELs

8. Focus on college and career readiness that will increase the percentage of scholars graduating with a-g requirements met.

The Charter School estimates that 65% of the scholars served will be considered unduplicated pupils. Services will be increased above the 20.58% minimum as follows:

1. Professional Development on PBIS, MTSS, SST, SEL and strategies for ELs and SWD and training of identification for foster youth and homeless youth
2. Learning Coach Academy development and expansion
3. Community outreach to parents especially homeless youth and foster youth
4. Communicate support positions that support ELs, FY, HY, and SWD
5. Implement the AVID program
6. Ensure college and career readiness with interventions, supports, monitoring and training

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of 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?