Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name
California Heritage YouthBuild Academy

Contact Name and Title
Cathy Taylor
Director

Email and Phone
cTaylor@chybacharter.com
530-378-5254

2017-20 Plan Summary

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

California Heritage YouthBuild Academy (CHYBA) specializes in serving the educational needs of young men and women, between the ages of 14 and 24, who are seeking the success that has so often eluded them in school and in life. Through partnership with YouthBuild, CHYBA provides students with the high school education that they had previously been unable to attain. The school provides students not only with an education that prepares them for college, but also with job skills that prepare them for success in the workplace following graduation. Through collaborations with partner agencies and the services provided by our Case Manager and Mentor Coordinator, students can reengage with academics, while also learning life, leadership, vocational and academic skills. CHYBA's program also helps students learn to give back to their communities, and in so doing, help students to better appreciate that they have much to offer.

History of California Heritage YouthBuild Academy

CHBYA was founded in 2012 and originally authorized by Mono County Office of Education. The Trinity County Board of Education approved CHYBA as an independent charter in July of 2016. CHYBA is a non-profit public-benefit corporation with 501(c)3 status.

The program combines work experience, vocational and life skills training, and academic instruction. CHYBA's credentialed teachers and aides provide state content standards and common core standards-linked curricula through online and onsite coursework. CHYBA teachers work closely with partner agencies and career tracks to seamlessly integrate the work, life skills, community service, and academic experiences of students. Students receive high school credits for work that they complete in the classroom, on the job, and in the community. CHYBA teachers review and approve all high school credits, which are reviewed for accuracy by CHYBA administrative staff. CHYBA also provides specific instruction and individual support to students through our special education and intervention programs. Approximately 22% of the student population participates in the resource Special Education Program. The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disability through a collaborative model between our school and TCOE. This collaborative model includes support services, professional development, and communities of practice.

CHYBA provides the holistic support our young people need in order to put their earn diploma and knowledge to use in the real world. CHYBA provides case-managed services, including one-on-one and group academic counseling sessions, social service needs support, as well as providing career services to students. Through these integrated
programs available at CHYBA, the staff members strive to operate a variety of programs as seamlessly as possible, which means that LCFF funds support students working towards their diploma, gaining leadership skills, and acquiring lifelong employment.

The California Education Code gives CHYBA the explicit authority to receive high school funding for serving the young people in CHYBA’s YouthBuild program, including any students that are enrolled before they reach the age of 25.

LCAP HIGHLIGHTS

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

CHYBA’s LCAP for 2017-2020 specifically targets increases in student achievement, student and community involvement, and improved facility use and cleanliness.

We will increase student achievement primarily through the use of a reading intervention program and targeted curriculum development projects. The reading intervention and improvement program will produce growth in the key area that limits potential success across a broad array of academic subjects. The curriculum development will target areas of critical need as teachers create customized projects and themed student seminars based on Common Core standards for core academic courses.

We will increase community and student engagement by focusing on attendance, personal plan development, and improved communication. We will revise and implement an attendance protocol and develop a system to incentivize daily attendance. We plan to improve our system for developing personalized plans for each student and facilitate a tracking and accountability system for those plans. We will improve internal communication through a centralized “Announcements and Current Events” board and external school communication through our website and social media.

We will improve the cleanliness of our facility and the function of campus for a variety of uses. Using a combination of contracted services and a student work crew, we will maintain a clean campus. We will designate, develop and furnish designated areas on campus to create appropriate workspaces for a broad course of study. We will also take steps to retain and equip highly effective staff to facilitate and maintain these workspaces.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Due to being a new charter, we do not have any data in our LCFF Evaluation Rubrics at this time.

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

**GREATEST NEEDS**

Due to being a new charter, we do not have any data in our LCFF Evaluation Rubrics at this time.
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

Due to being a new charter, we do not have any data in our LCFF Evaluation Rubrics at this time.

**INCREASED OR IMPROVED SERVICES**

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

**BUDGET SUMMARY**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$928,762</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$220,516.00</td>
</tr>
</tbody>
</table>

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

$748,732 Total Projected LCFF Revenues for LCAP Year
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
California Heritage YouthBuild Academy II is operating under a new authorizer as of 2016-17, and is authoring a new LCAP for 2017-2020.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
<th>STATE</th>
<th>COE</th>
<th>LOCAL</th>
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</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

**EXPECTED**
Identify and describe specific expected measurable outcomes.

**ACTUAL**

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

<table>
<thead>
<tr>
<th>Action 1</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>Identify and describe WHAT actions/services will be done to achieve the goal.</td>
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<tr>
<td>Expenditures</td>
<td>Enter the expenditures that support the action/service</td>
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</tbody>
</table>

**BUDGETED**

**ESTIMATED ACTUAL**
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. |  |
| 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. |  |
| 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. |  |
## Stakeholder Engagement

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2017–18 ✔️</th>
<th>2018–19 ✔️</th>
<th>2019–20 ✔️</th>
</tr>
</thead>
</table>

### 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?**

#### 2016-2017 LCAP

CHYBA provides high school services to participants in our YouthBuild program. State law specifically authorizes schools like CHYBA to serve young adults across the state in partnership with YouthBuild USA. Stakeholder involvement in the development of our goals was sought and gathered in a variety of ways.

CHYBA administrators continuously work with client agencies to gather input on the best ways to serve our student population and meet our school wide goals. CHYBA uses available technology and on-site opportunities to meet regularly with client agencies that, in many respects, represent the needs of our adult students in the way parents otherwise would.

Student achievement data is shared and discussed regularly with our agency partners.

CHYBA holds quarterly board meetings to provide updates and information and to seek input and guidance from stakeholders. The LCAP was discussed at each of the board meetings and updates of stakeholder input was presented as well as recording any additional input from board members or those attending the board meeting.

CHYBA holds weekly Administrative Council meetings and weekly Professional Learning Community (PLC) meetings to review data and make decisions based on this data, as well as address individual student needs and program-wide modifications as needed. The entire staff attends PLC meetings during a minimum day format. Issues related to the LCAP were discussed at each PLC and AdCo meeting.

CHYBA has a student leadership team called the Youth Policy Committee (YPC.) The YPC informs and guides the school site on policy and site issues that benefit from student input. We are continually working on improving the YPC and will look to the future for expanding opportunities for schoolwide student leadership teams.

CHYBA has parent engagement and communication tools on our website. Additionally, through regular Personalize Plan meetings with parents, we consistently get input from the parent (or agency staff) that represent CHYBA students at their Personalized Plan and Restorative Justice team meetings. This input on LCAP issues is helpful in establishing school climate, student achievement, and future parent and student engagement ideas. LCAP related suggestions are recorded for discussion at PLC and AdCo meetings to consider how these suggestions might be reflected in our LCAP.

CHYBA continues to be involved in supporting and advocating for our Partners in youth development through our participation in events, conferences, and initiatives.

### IMPACT ON LCAP AND ANNUAL UPDATE

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

#### 2016-2017 LCAP

**Narrative HOW this involvement impacts the LCAP FOR EACH STAKEHOLDER ENGAGEMENT**

#### 2015-2016 LCAP

**Narrative HOW this involvement impacts the LCAP FOR EACH STAKEHOLDER ENGAGEMENT**
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th>Goal</th>
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<tbody>
<tr>
<td>New</td>
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<tr>
<td>Modified</td>
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<td>Unchanged</td>
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</tbody>
</table>

Goal 1: Increase Student Achievement

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>Priority</th>
<th>State</th>
<th>COE</th>
<th>Local</th>
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Identified Need

CHYBA staff and stakeholders have identified a need to increase student achievement. Indicators of this need include state test scores, coursework performance, reading and math diagnostic testing and staff observation. CHYBA’s need for a reading intervention program was identified through a combination of anecdotal evidence and data analysis. Teachers and staff have consistently discussed the struggles that many of our students have in completing assignments in their coursework that require significant reading and/or writing. STAR Reading diagnostic summary reports show that of the 66 students who tested this school year, 32 of them test below the 25th percentile, with another 20 scoring in the 25th-49th percentile. The average grade equivalency (GE) for all students tested is 7.2.

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>STAR Reading Summary Report</td>
<td>Average Grade Equivalency of 7.2</td>
<td>Increase STAR Reading Summary Report to an Average Grade Equivalency above 7.2. Increase use of AR program (over 20% student use).</td>
<td>Increase STAR Reading Summary Report to an Average Grade Equivalency to 8 or above. Increase use of AR program (over 30% student use).</td>
<td>Increase STAR Reading Summary Report to an Average Grade Equivalency to 8.5 or above. Increase use of AR program (over 40% student use).</td>
</tr>
<tr>
<td>Low utilization of Accelerated Reader program.</td>
<td></td>
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</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

- All
- Students with Disabilities

Location(s)

- All Schools
- Specific Schools: California Heritage YouthBuild Academy II

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide

OR

- Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
- Specific Schools: California Heritage YouthBuild Academy II

ACTIONS/SERVICES

**2017-18**

1. By November of 2017, we will identify and train one or more staff members in Accelerated Reader program. Have developed a system for identification of students in need of intervention and a program for remediation and growth that includes tracking and incentives.

2. By January 2018, we will have designed and furnished a designated “Reading Room” to be utilized for the program.

3. By January 2018, CHYBA teachers will have begun to create customized projects and themed student seminars based on Common Core standards for core academic courses.

**2018-19**

1. By November 2018, CHYBA staff will have analyzed the effectiveness of the Accelerated Reader intervention program to date and will modify and expand as determined by its success.

2. By January 2019, CHYBA teachers will have created customized projects and themed student seminars based on Common Core standards for half of their core academic courses.

**2019-20**

1. By November 2019, CHYBA staff will have analyzed the effectiveness of the Accelerated Reader intervention program to date and will modify and expand as determined by its success.

2. By January 2020, CHYBA teachers will have created customized projects and themed student seminars based on Common Core standards for all of their core academic courses.

BUDGETED EXPENDITURES

**2017-18**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
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<tbody>
<tr>
<td>$6,000</td>
<td>Supplemental and Concentration</td>
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**2018-19**

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<tr>
<th>Amount</th>
<th>Source</th>
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**2019-20**

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<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td></td>
<td>Staff designation on salary schedule.</td>
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<td></td>
<td>Staff training and collaboration.</td>
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<td>Furniture and book inventory for reading room.</td>
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<th>Budget Reference</th>
<th>Staff designation on salary schedule.</th>
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<th>Budget Reference</th>
<th>Staff designation on salary schedule.</th>
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</table>
## Goals, Actions, & Services

**Goals, Actions, & Services**

### Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>Modified</th>
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</table>

### Goal 2

**Improve the form and function of CHYBA’s facilities and staff to better serve student needs.**

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

<table>
<thead>
<tr>
<th>STATE</th>
<th>COE</th>
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</table>

#### Identified Need

The growth in the student and staff population at CHYBA, combined with the mid-year loss of our maintenance staff, left a noticeable struggle to maintain a clean and functional school environment. With more activities happening on campus, staff also identified a challenge in finding appropriate areas in which to host various onsite activities. Additionally, staff turnover has been an ongoing battle for CHYBA since its inception but was particularly challenging in 2016-17. CHYBA started the school year with 8 new staff members and lost 5 more during the school year. We finished the school year with a good core group of teaching and support staff who are committed to our students and understand our mission and the values we hold. We look forward to starting our next year with this core group intact since they were an important factor in helping our students succeed.

### 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>
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</thead>
<tbody>
<tr>
<td>Increased effort by staff to clean and maintain the facility were noticeable and discussed. Staff turnover rate above 80% over the last year.</td>
<td></td>
<td>Positive survey results regarding cleanliness and function of school facilities. Decrease staff turnover rate under 50%.</td>
<td>Positive survey results regarding cleanliness and function of school facilities. Decrease staff turnover rate under 25%. Increased participation in onsite activities.</td>
<td>Maintain Positive survey results regarding cleanliness and function of school facilities. Maintain staff turnover rate under 25%.</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

- All
- Students with Disabilities

Location(s)

- All Schools
- Specific Schools: California Heritage YouthBuild Academy II

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide

Location(s)

- All Schools
- Specific Schools:

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

1. By November 2017, we will define specific roles for support staff, designate staff to fill those roles and have begun to train staff in those roles.
2. By December 2017, we will adjust staff salary schedules and designations to match responsibility.
3. Throughout the 2017-18 school year, we will continue to incorporate all staff in strategic planning efforts to create buy-in.
4. By August 2017, we will have contracted weekly custodial services.
5. By January 2018, we will have designed, furnished and implemented functional workspaces for campus activities.

2018-19

- New
- Modified
- Unchanged

1. By November 2018, we will review and adjust roles of support staff as needed and continue training staff in those roles.
2. Throughout the 2018-19 school year, we will continue to incorporate all staff in strategic planning efforts to create buy-in.
3. We will continue contracted weekly custodial services and revise as necessary.
4. By January 2019, we review the effectiveness of student work crew for daily campus maintenance activities and modify as necessary.
5. By January 2019, we will review and update functional workspaces for campus activities.

2019-20

- New
- Modified
- Unchanged

1. By November 2019, we will review and adjust roles of support staff as needed and continue training staff in those roles.
2. Throughout the 2019-20 school year, we will continue to incorporate all staff in strategic planning efforts to create buy-in.
3. We will continue contracted weekly custodial services and revise as necessary.
4. By January 2020, we review the effectiveness of student work crew for daily campus maintenance activities and modify as necessary.
5. By January 2020, we will review and update functional workspaces for campus activities.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
<tr>
<td>$12,000</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries. Staff designation on salary schedule.</td>
</tr>
<tr>
<td>$11,000</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries. Staff Training and staff collaboration.</td>
</tr>
<tr>
<td>$5,500</td>
<td>Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures. Custodial Service cost.</td>
</tr>
<tr>
<td>$3,500</td>
<td>Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures. Custodial Service cost.</td>
</tr>
<tr>
<td>$3,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies. Cost to furnish additional workspaces.</td>
</tr>
<tr>
<td>$7,800</td>
<td>Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures. Leasing of additional space.</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.

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<thead>
<tr>
<th>New</th>
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Goal 3

Increase community and student engagement.

State and/or Local Priorities Addressed by this goal:

<table>
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<th>STATE</th>
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</table>

Identified Need

Attendance has always been one of our greatest struggles at CHYBA. Many of our students have come to CHYBA due to attendance issues at previous schools, and they have a variety of barriers preventing them from consistently attending. It has been our experience that if we can consistently follow up on individual students and help them troubleshoot those barriers, we can often facilitate more frequent attendance. When they attend regularly, CHYBA’s students have benefited from the development of "Personalized Plans" which identified individual barriers and created goals with a plan to overcome the first and reach the latter. In recent years, with a significant increase in student population, it has been a challenge to create and revisit these personalized plans with every student. In 2016-17, CHYBA implemented "Advisory" groups to facilitate individual staff members working with small groups of students to create and maintain personalized plans. A lot was learned through this process, and due to some significant successes, CHYBA remains committed to the process despite very inconsistent implementation this year. Additionally, through discussions at staff meetings and student leadership meetings (Youth Policy Committee), we have identified a need for an internal base of communication. A central place where current events, schedules, news, and announcements can and will be posted and updated consistently. CHYBA has also identified a need to successfully communicate who we are and the activities we are involved in throughout our 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>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</td>
<td>Calculated percent daily attendance. Advisory groups were formed, but rarely met together, less than once per semester. While it was not specifically addressed in the student survey, anecdotal evidence identifies a need for better internal communication regarding school</td>
<td>Improve daily attendance by 10% Increase Advisory group meetings to average one per block. Improved feedback on internal communication on student survey. A 20% increase on website hits and other social media statistics.</td>
<td>Improve daily attendance by 5% Increase Advisory group meetings to average twice per block. A 5% increase on website and other social media statistics.</td>
<td>Improve daily attendance by 2.5% Increase Advisory group meetings to average every two weeks. Maintain or improve website and other social media statistics.</td>
</tr>
</tbody>
</table>
and community events. External communication as measured by social media statistics:
Website: In 2016, 6,088 unique visitors, 10,400 visits and 18,800 page views
Facebook: As of June 14, 2017, 212 page followers

**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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Schools: California Heritage YouthBuild Academy II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA-wide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Location(s)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Schools: California Heritage YouthBuild Academy II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>
1. By September 2017, we will design and implement a daily system for calling absent students and tracking records of this contact.
2. By September 2017, we will identify and begin to train designated staff members to facilitate daily attendance contact and record keeping.
3. By January 2018, we will create an incentive system to encourage consistent attendance.
4. By September 2017, we will identify staff advisors and create student advisory groups.
5. By October 2017, we will develop a schedule of regular advisory group meetings and activities.
6. By September 2017, we will develop a new "Personal Profile Sheet" to be completed and tracked by each student with their advisor.
7. By November 2017, we will designate an area on campus to post and maintain current news and events.
8. By May 2018, we will create a "Job Board" with current job openings and training opportunities, communicate these features to the students, staff and applicable community members, and identify and train designated staff to maintain this area.
9. By January 2018, we will expand the utilization of our website and social media presence to communicate with the community.
10. By January 2018, we will coordinate schedules between our Openline site and TCOE Foster Youth Coordinator Activities to take advantage of County Services.

### BUDGETED EXPENDITURES

#### 2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>$650</td>
<td>Supplemental and Concentration</td>
<td>Staff designation on salary schedule. Fund Advisory Group Activities.</td>
</tr>
<tr>
<td>$12,000</td>
<td></td>
<td>4000-4999: Books And Supplies Fund Advisory Group Activities.</td>
</tr>
</tbody>
</table>

#### 2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Staff designation on salary schedule. Fund Advisory Group Activities.</td>
</tr>
</tbody>
</table>

#### 2019-20

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Staff designation on salary schedule. Fund Advisory Group Activities.</td>
</tr>
<tr>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries Attendance Clerk</td>
<td>$7,000</td>
</tr>
<tr>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries &quot;Advisory Group&quot; staff members</td>
<td>$25,000</td>
</tr>
</tbody>
</table>
## Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2017–18</th>
<th>2018–19</th>
<th>2019–20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Supplemental and Concentration Grant Funds:</strong></td>
<td>$160,606</td>
<td><strong>Percentage to Increase or Improve Services:</strong></td>
<td>25.71%</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).

Describe use of supplemental and concentration grant funds for increased or improved support for eligible students ABOVE what is being provided to ALL students. See narrative above for further direction regarding districtwide and schoolwide guidance. Note that districts with LESS THAN 40% MPP have additional requirements.

Describe the services AND demonstrate qualitatively or quantitatively how the MPP % provides increased or improved services to ELIGIBLE STUDENTS in proportion to the increase is funds.
Revised Local Control and Accountability Plan and Annual Update Template

Instructions

Addendum

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

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

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

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

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

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

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

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

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

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

Budget Summary

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

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

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

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

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

**Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

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

**Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

**Goal**

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

**Related State and/or Local Priorities**

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

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide.”
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

**Location(s)**

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

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

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

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

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

**State Priorities**

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

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

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

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

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

3. Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, Section 1039.1.

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

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

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

3. Divide (1) by (2).
(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in Education Code Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, October 2016
## LCAP Expenditure Summary

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