

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

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	San Jose Conservation Corps Charter School		
Contact Name and Title	Stephanie Ogden Principal	Email and Phone	sogden@sjcccs.org (408) 459-6405

2017-20 Plan Summary

THE STORY

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

The San Jose Conservation Corps Charter School (SJCCCS) invests in a theory of change that enables disconnected youth, ages 17 ½ to 27, to move from poverty to prosperity through its holistic combination of education and job training that emphasizes the interdependence of work ethic, education, and civic responsibility. Our target population reflects the highest needs communities in San Jose, where youth are predominately non-white and qualify as low- or very-low-income households. SJCCCS students have failed to earn a high school diploma and are typically unemployed or employed in very low-wage, non-growth jobs. Many are on probation from the juvenile justice system, have former gang affiliation, have experienced substance abuse, are teen parents, or suffer from learning disabilities or other emotional challenges.

LCAP HIGHLIGHTS

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

- Recognized the need to increase “access” for school; in other words, make it possible for more students from our sub-populations, specifically homeless, pregnant/parenting, and foster youth, to attend school on a regular basis. To do this SJCCCS must focus on creating partnerships with more wrap-around services and other strategies that improves students’ ability to attend school (increase daily attendance percentage)
- Create and/or use an existing curriculum and/or tools that better supports the needs of ELs and struggling readers that allows remediation and support to be seamlessly integrated into high school level courses (increase EL reclassification)
- Increase reading and math proficiency for all students to better prepare them for college placement exams and ensure they have the skills necessary for success at the college level
- Create measurement tools for the newly defined literacies to begin full implementation within the next two school years.

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.

The greatest progress for SJCCCS is not reflected in the LCAP goals and metrics. During the 2016-17 school year, SJCCCS submitted the charter renewal petition and was awarded a 5-year renewal. Additionally, SJCCCS received its first ever WASC accreditation, the full three-year initial accreditation.

GREATEST PROGRESS

In regard to LCAP goals, the greatest progress came in the number of students being exposed to, and as a result, applying to college, as well as the continued strengthening of the academic program. As of March 2017, 23 students had completed their college application and countless others have started. On the academic side, teachers continue to implement Common Core standards across the curriculum and it shows in the engagement and academic results.

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

SJCCCS identified two areas that have the greatest need. First, ongoing assessment and the use of assessment data to drive instruction. School-wide this looks like fidelity of implementation of the reading and math assessment as well as the use of a writing performance assessment. In the classrooms, this looks like more effective use of ongoing formative assessment and summative assessments more strongly aligned to instruction and standards. Second, SJCCCS must improve access to school for the students. This includes the support needed to come to school in the form of transportation as well as the ability to help students work through trauma associated with school. As a part of this, the school must continue to work to expand wrap-around services that help students overcome barriers that prevent them from coming to school such as lack of stable housing, access to childcare, emotional and behavioral support, and financial assistance.

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

- Attendance: use a mix of support services and incentives to make it possible for more students to attend school on a regular basis
- Reading and math proficiency: provide teachers training on how to better integrate support and remediation within the existing high school curriculum; use data from classroom and school-wide assessments regularly to identify and support struggling students

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.

1. Better use of assessment data to improve learning outcomes for all students

2. Wrap-around services that increase access to school

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,338,587
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$165,089

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.

- Teacher, admin, and support staff salaries

• General books and supplies

• Rent

• General operational expenses

\$2,361,051	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Provide a high quality and comprehensive instructional program

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

0% Teacher misassignment rate
100% credentialed teacher rate
100% highly qualified teacher rate
50% Common Core ELA implementation
50% Common Core Math implementation
50% Common Core for English Learners
25% English learner reclassification rate
70% of students will show growth on common reading and math assessments
Individualized Learning Program (ILP) for 85% of students

ACTUAL

0% Teacher misassignment rate
100% credentialed teacher rate
100% highly qualified teacher rate
50% Common Core ELA implementation: measured by planning documents and classroom observations
50% Common Core math implementation: measured by planning documents and classroom observations
30% Common Core for English Learners; measured by planning documents and classroom observations
48% English learner reclassification: 20/42 from annual assessment window
44% of students show growth on reading assessment (44% Berger, 45% Senter)
50% of students show growth on math assessment (47% Berger, 55% Senter)
Individualized Learning Program for 75% of students

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Provide training for and implement the use of formative and summative assessment to drive instruction and determine interventions for students.

ACTUAL

Teachers were provided specific training around assessment during the in-service days at the beginning of the school year as well during staff meetings and professional development days throughout the school year.

Expenditures

BUDGETED

.05 admin FTE
\$4,650
Object Code: 1300

ESTIMATED ACTUAL

.05 admin FTE
\$4,650
Object Code: 1300

Action

2

Actions/Services

PLANNED

Professional development at the beginning of the year, as well as ongoing throughout the year, tied to identified need to support in an alternative setting. Topics to include, but are not limited to, Common Core State Standards, English Language Development Standards, Next Generation Science Standards, backwards planning, using technology in the classroom, differentiated learning, project based learning, and working with students in the alternative setting.

ACTUAL

3 days of professional development before the start of school
5 days of professional development throughout the year

Topics Include:

- Common Core State Standards: unwrapping the standards; instructional strategies
- Next Generation Science Standards
- Assessment: Formative and summative
- Instructional planning
- Technology: Using technology to increase rigor; using the iPad with Apple TV in the classroom
- Supporting diverse learners
- Passing the cognitive load

Individual Teacher Professional Development:

Expenditures

BUDGETED

\$5,000-Educator Effectiveness

- STEAM training for a math/science teacher
- CTIP, year 2, for 1 teacher

ESTIMATED ACTUAL

\$4,000-Educator effectiveness

Action

3

Actions/Services

PLANNED

All teachers will complete grading period planning documents that contain:

- Alignment to CCSS, NGSS, and/or state standards
- 21st Century Skills
- Leadership Skills
- Assessment

ACTUAL

All teachers completed a planning document for each of the courses taught for each grading period. All planning docs contained alignments to required pieces.

Expenditures

BUDGETED

In-house

ESTIMATED ACTUAL

N/A

Action

4

Actions/Services

PLANNED

All staff will participate in weekly collaboration time on Monday afternoons for planning, sharing of best practices, and ongoing professional development

ACTUAL

Due to calendar constraints, there was no minimum day for the 16-17 school year. Staff meetings were held either weekly or bi-weekly at each campus.

Expenditures

BUDGETED

In-House

ESTIMATED ACTUAL

N/A

Action

5

Actions/Services	PLANNED Implementation of a professional growth and evaluation system.	ACTUAL Finalized the teacher professional growth and evaluation system. Began implementation in fall of 2016.
Expenditures	BUDGETED In-house	ESTIMATED ACTUAL In-House
Action	6	
Actions/Services	PLANNED Students will participate in regular scheduled reading and math proficiency tests. All students will be assessed upon entrance during orientation and then at least two more times before graduation The school will purchase a self-adaptive assessment program (Renaissance Learning)	ACTUAL The reading and math proficiency tests were given quarterly school-wide due to turnover in recruitment personnel. The school purchased Renaissance Learning (STAR Assessments) as the self-adaptive assessment program
Expenditures	BUDGETED \$3,839 Object Code: 4200	ESTIMATED ACTUAL \$3,839 Object Code: 4200
Action	7	
Actions/Services	PLANNED Purchase an online learning program (Cyber High) to meet the needs of students on independent study as well as students who wish to put in extra time to earn more credits towards graduation	ACTUAL Purchased an unlimited student license from Cyber High
Expenditures	BUDGETED \$8,500 Object Code: 4200	ESTIMATED ACTUAL \$8,500 Object Code: 4200

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.

Overall, SJCCCS was effective at implementing the actions/services for this goal. Improvement of the overall education program has been the major focus of the school for the past two years and these actions/services are an integral part of daily practice.

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

The actions/services greatly helped SJCCCS meet its metrics. The focus on continuous and on-going professional development and the completion of the planning documents had a positive increase on the implementation of standards across all content areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted and estimated actuals comes from the implementation of professional development. Much of the professional development for staff was planned and implemented by school administration based on trainings they have attended and other previous experience.

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.

There are no major changes to this goal. With the continued focus on a high-quality instructional focus, the same actions/services still apply. SJCCCS must continue to focus on assessment and the use of assessment data to drive instruction and institutional decisions.

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

Goal 2	Provide students with a positive and safe school environment which promotes student retention and success
State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School facilities are maintained in “good repair” as measured by the Facilities Inspection Tool
78% attendance rate
25% Chronic absenteeism rate
30% High school drop-out rate
60% Stay rate
12% suspension rate
1% Expulsion rate
20% Parent, community partners, and stakeholder participation

ACTUAL

School facilities are in good repair
73% attendance rate
20% Chronic absenteeism rate
30% Drop-out rate
55% Stay rate
5% Suspension rate
0% Expulsion Rate
20% Stakeholder participation

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Develop and implement a comprehensive PBIS system with a focus on Tier 1 and Tier 2 interventions. This includes training for administration and staff.	ACTUAL Continued focus on Tier 1 and overall positive behavior support for students. Administration and staff did not get training from an outside agency. The training was provided in-house by a trained administrator.
	BUDGETED \$1,500 Object Code: 1900	ESTIMATED ACTUAL \$700 Object Code: 190
Action	2	
Actions/Services	PLANNED Train teachers and staff who work with students and corpsmembers around restorative justice.	ACTUAL No restorative justice training was implemented.
	BUDGETED \$1,000 Object Code: 1900	ESTIMATED ACTUAL \$0
Expenditures		
Action	3	
Actions/Services	PLANNED Yearly, put out a survey to be completed by parents/guardians, community partner, and stakeholders (including students)	ACTUAL Currently in progress as students completed the climate survey in February and will complete again in May. The survey needs to be adapted for parents/guardians and community partners.
	BUDGETED In-house	ESTIMATED ACTUAL N/A
Expenditures		
Action	4	
Actions/Services	PLANNED Provide drug/alcohol and behavioral counseling through partnership with Santa Clara County	ACTUAL Berger: 2-1 FTE Drug and Alcohol counselors Senter: 1-1.5 FTE Drug and Alcohol Counselor

Expenditures	BUDGETED Supported by external contracts	ESTIMATED ACTUAL Supported by external contract
Action	5	
Actions/Services	PLANNED Wrap around services through partnerships with the Opportunity Youth Partnership, including but not limited to, educational navigators, housing services, employment, college and career counseling, and FASFA workshops	ACTUAL 25 students served by Education Navigators 10 students received housing vouchers through Bill Wilson Center/City of San Jose Rapid Rehousing Program 15 students received employment support through W2F FASFA: 27 applications completed, 30 in progress College Applications: 23 completed
Expenditures	BUDGETED Supported through external partnerships	ESTIMATED ACTUAL Supported through external partnership .2 FTE Admin \$16,000 Object Code: 1300
Action	6	
Actions/Services	PLANNED Address areas of deficiency (deficient or extremely deficient) in facilities in a timely fashion, prioritized according to student safety	ACTUAL Areas of deficiency were addressed in a timely fashion - Keys and locks - Wall repairs - General physical plant maintenance
Expenditures	BUDGETED \$2,000 Object Code: 5600	ESTIMATED ACTUAL \$2,000 Object Code: 5600

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.	Of the actions/services associated with this goal, implementation of wrap-around services received the most focus on implementation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The focus on wrap-around services resulted in a more stabilized student population that supported better attendance.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increase in funds associated with wrap-around services due to time required in developing the relationships and conducting student referrals.
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.	Continue to focus on wrap-around services. Expand the use of positive behavior incentives, implement restorative justice to increase a feeling of "home" at school.

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 3	Graduates will obtain 21 st century skills that will allow them to be successful in school and career
State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of classes will include 21st century skills (Critical Thinking & Problem Solving, Creative Thinking Skills, Communication Skills, Collaboration Skills, and Global Citizenship) into curriculum as measured by required planning documents and school-wide expectations

Develop and use Digital Literacy rubrics in all content areas to guide the use of technology in classrooms

10% of graduates will complete a comprehensive graduation portfolio

ACTUAL

100% of classes included 21st century skills

Began development of digital literacy rubric aligned to classroom technology use, technology needed for college and career, and use of the North Star Digital Literacy assessment.

6% of graduates completed a comprehensive graduation portfolio

ACTIONS / SERVICES

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

Action
1

Actions/Services	PLANNED Provide training and support for teachers to	ACTUAL Teachers received training, as well all collaboration and planning
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Expenditures	2	incorporate 21 st century skills into their curriculum; use collaboration time to continually evaluate the effectiveness of the implementation	time, around the implementation of 21 st century skills during professional development time at the beginning of the school year. Ongoing support was provided throughout the school year during meetings and one-on-one, as needed
		BUDGETED .05 FTE Admin \$4,650 Object Code: 1300	ESTIMATED ACTUAL .05 FTE Admin \$4,650 Object Code: 1300
Action			
Actions/Services		PLANNED Work with teachers to develop and use Digital Literacy rubrics to guide the use of technology in curriculum development	ACTUAL Began to develop digital literacy rubrics by mapping out technology proficiencies students need to have for college and career. Also began to develop an implementation plan for the use of the North Star Digital Literacy Assessments.
Expenditures		BUDGETED Teacher Stipends \$500 Object code: 1100	ESTIMATED ACTUAL No teacher stipends \$0
Action	3		
Actions/Services		PLANNED Meet with stakeholders to develop guidelines for a graduation portfolio and proficiencies that will effectively measure student progress since entering SJCC&CS and student readiness to graduate Identify teachers who, in conjunction with the administrative team, work with a small group of students to complete the developed graduation portfolio. Ongoing cycle of reflection is used to suggest changes	ACTUAL Cross-departmentally including the charter school, AmeriCorps Program, and CTE, laid out expectations for a graduation portfolio Began implementing graduation portfolio with Corpsmember Development Class at Senter Road campus. Began development of a schoolwide mentoring program

Expenditures

BUDGETED

Teacher Stipends
\$500
Object Code: 1900

ESTIMATED ACTUAL

No teacher stipends
\$0

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.

Two of the three actions/services were implemented. The focus was placed on the integration of 21st century skills into the classrooms: what they look like in each content area, what instruction looks like to help students develop these skills, and how to assess mastery. The graduation portfolio is a requirement of two of SJCCCS' programs: CTE and AmeriCorps.

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

Overall, the two actions/services that were implemented had a very positive effect on the goal. All teachers implemented 21st century skills by aligning their curriculum and instructional content specific strategies they outlines for themselves at the beginning of the school year. Also, the push to have graduation portfolios helped keep the focus on why these vital skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference comes from the lack of teacher stipends necessary as teachers engaged in these activities during their scheduled open periods.

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.

- Rubrics for digital literacy and new literacies
- 21st century skills "division of labor"

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 4	Provide students with college and career pathways
	State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

60 students enrolled in and complete a college and career readiness class

FASFA and financial aid workshops offered once a grading period

First clear college & career pathway for students aligned to opportunities provided by SJCC&CS

Develop an annual alumni survey and a process for obtaining results from the maximum number of alumni

25% of graduates engaged in post-secondary activities (college, vocational training, and/or career) as measured by an annual alumni survey

ACTUAL

75 students completed a college and career readiness class

FASFA and financial aid workshops offered in the fall during each grading period. Beginning in January 2017, workshops were offered on an ongoing basis. Created 'March to College' month (March).

First pathway identified, Natural Resource Management, began conversations with partners

Annual alumni survey in development

25% of graduates engaged in post-secondary activities (as measured by follow up conversations with graduates)

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Develop partnerships, articulation agreements, and MOUs with community colleges, vocational training programs, and local businesses that align with pathways that match the needs of the students and corpsmembers

ACTUAL

Preliminary conversation about MOU development with West Valley College as well as on-going conversations with other vocational training partners.

Expenditures

BUDGETED

.5 FTE Admin
\$4,650
Object Code: 1300

ESTIMATED ACTUAL

.25 FTE admin
\$2,325
Object Code: 1300

Action

2

Actions/Services

PLANNED

Develop alumni survey and meaningful way to stay in communication with alumni

Have alumni fill out a survey annually to identify what they are doing and how SJCC&CS can support them and find out what could have been done to better prepare them for their post-corps life

ACTUAL

Alumni survey in development

Expenditures

BUDGETED

Supported by out-side contracts

ESTIMATED ACTUAL

N/A – Supported by VISTA

Action

3

Actions/Services

PLANNED

College and career readiness class offered to students

ACTUAL

In the fall, student at the Berger campus were able to take a college preparation class. At Senter, students participated in a Corpsmember development class that included college and career

Expenditures

	readiness three days of the week.
BUDGETED .2 FTE Teacher \$12,122 Object Code: 2200	ESTIMATED ACTUAL .2 FTE Teacher \$12,122 Object Code: 2200

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.	Due to the loss of the college preparation faculty member, the actions/services were not implemented consistently, which affected the metrics, specifically the development of a clear career pathway and the alumni survey.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions and services we were able to increase the number of students who were exposed to college and career opportunities available to students once they graduate.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between the budgeted and estimated expenditures came from the amount of time administration was able to commit to developing MOUs and partnerships. The time was not as much as budgeted, resulting in a change.
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.	For the 2017-18 school year, SJCC&CS will continue to focus on student exposure by continuing college and career presentations, community college tours, and increasing partnerships with vocational training programs.

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 5	Students will be exposed to and participate in non-traditional learning modalities and environments
State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____	

ANNUAL MEASURABLE OUTCOMES

EXPECTED

45% of students involved in YouthBuild AmeriCorps
 75% of projects and recycling department supervisors hold a preliminary CTE credential
 75% of Senter students engaged in the job-training program or engaged with vocational training with outside agencies
 Implementation of experiential instruction at Senter site

ACTUAL

45% of students involved in YouthBuild AmeriCorps
 0% of job-training supervisors hold a preliminary CTE credential
 50% of Senter students engaged in the job-training program or engaged with vocational training with outside agencies
 Beginning states of implementation, started with science class

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Provide YouthBuild AmeriCorps with ongoing opportunities to recruit new members; provide time to meet with currently enrolled members to share opportunities to earn service hours	ACTUAL Opportunities for recruitment: - Community meetings every six weeks - Student participation in community service events as a graduation requirement
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Expenditures		Access to members: - CMD class at Senter - Upstairs office at Berger - Office hours 2x week at Senter - Community meetings every 6 weeks - Participation in fingerprinting and CPR
	BUDGETED Supported through outside contract	ESTIMATED ACTUAL N/A
Action	2	
Actions/Services	PLANNED Administration works with job training supervisors to complete and submit paperwork and documentation necessary to obtain preliminary CTE credential. If not able to obtain immediately, identify insufficiencies and work with supervisor to find solution. Administration works with supervisors who were able to obtain the preliminary CTE credential to support them as they complete the coursework to obtain a clear credential.	ACTUAL Due to a variety of circumstances, including the closure of a local credentialing program, no preliminary credentials were applied for. A second program was identified to provide support on the submission of paperwork as well as the ability to help them clear the credential once they have their preliminary.
	BUDGETED \$500-Credentialing fees Object code: 5800 .25 FTE admin \$2,325 Object Code: 1300	ESTIMATED ACTUAL \$0
Expenditures		
Action	3	
Actions/Services	PLANNED Continue the process of full integration between the Senter campus school program with the vocational training program, further on the progress made	ACTUAL Integration between the school and job-training program continued to move forward. During meetings, time was afforded to discuss how to better align curriculum with the work of the job-training

Expenditures

during the 15-16 school year	program. Communication between school and the job-training program improved greatly allowing for better support of job-training students.
BUDGETED .2 FTE Admin \$4,650 Object Code: 1300	ESTIMATED ACTUAL .2 FTE Admin \$4,650 Object Code: 1300

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.	Two of the three actions/services were implemented well. Through more access to students AmeriCorps was able to recruit and fill all of its slots for the current year and is well on its way for the next service year. The integration between the school and the job-training program continues to develop further each year. A major shortfall was the inability to begin the process of credentialing the job-training supervisors. During the year there was not enough time and manpower to be able to complete this.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The two actions/services that were implemented had a positive effect on the overall goal. Participation in AmeriCorps allows students to expand and experience learning outside of the classroom. The integration between the programs allows students to see how their classroom learning can be mirrored during job-training and visa-versa.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No preliminary CTE credentials were applied for, therefore the budget for that action/service is \$0.
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.	SJCCCS deeply values non-traditional learning. After looking at the 2016-17 results and discussion with stakeholders, the 2017-18 LCAP reflects more actions/services to further expand the reach of the goal.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Charter School Staff Meetings (teachers, admin, and support staff): 3/21 & 22

- Expand wrap-around services
- Provide more incentives and celebrate the good things the students are doing
- More collaboration/shared planning time
- Flexible scheduling
- Tracking alumni
- Closer ties with industry
- Curriculum resources

Student Climate Survey:

Plus:

- Many students feel at “home” at SJCCCS
- Teachers
- Small school
- Job-training/CTE program
- Technology

Delta:

- Need more hands-on learning
- Improve the food
- Modify the dress code
- Need a counselor

SJCCCS Managers:

- Continue the forward progress made over the past few years
- Wrap-around services for students
- More access to students (AmeriCorps)
- Career pathways for students

IMPACT ON LCAP AND ANNUAL UPDATE

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

Taking into account the feedback the following actions and services were selected:

- More time and resources spent on developing partnerships for both college and career
- Provide more positive incentives for students to celebrate positive attendance, grades, and behavior
- New food program
- Increase wrap around services that promote stabilization and allow students to be at school more.
- Ongoing professional development throughout the year and more opportunities to attend outside PD

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	☐ New ☒ Modified ☐ Unchanged
Goal 1	Provide a high quality and comprehensive instructional program

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The cornerstone of any school is the instructional program it provides. The primary focus of SJCCCS is to help students earn their high school diploma. From stakeholder feedback, SJCCCS administration found the need to continue to focus on going “back to basics” to ensure that teachers have the knowledge and skills to engage the alternative population the school serves. SJCCCS must continue to work to improve learning outcomes for all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Misassignment Rate	0%	0%		
Credentialed teacher rate	100%	100%		
Common Core ELA Implementation	50%	70%		
Common Core Math implementation	50%	70%		

Common for English Language Learners	30%	50%		
English Learner Reclassification Rate	48%	55%		
of students will show growth on common reading and math assessments	Reading:44% Math: 47%	Reading: 55% Math: 55%		
Individualized Learning Program (ILP) for students	75% of students	80% of students		
Literacies	0%-New Metric	100% of literacies (5) have a draft of a measurement rubric (also referenced in Goal 3)		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

Provide training for and implement the use of formative and summative assessment to drive instructional and determine interventions for students

BUDGETED EXPENDITURES

2017-18

Amount

.05 Admin FTE
\$4,650

2018-19

Amount

2019-20

Amount

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 1300	Budget Reference		Budget Reference	

Action **2**

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

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

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 Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated
Location(s)	☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional development at the beginning of the year as well as ongoing throughout the year, tied to identified needs to support students in an alternative setting. Topics include, but are not limited to: - Common Core State Standards - Next Generation Science Standards - Backwards planning - Using technology in the classroom - Differentiated learning		

- STEM/STEAM
- Project Based Learning
- Working with students in the alternative setting

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5000	Amount		Amount	
Source	Educator Effectiveness	Source		Source	
Budget Reference	5200/5800	Budget Reference		Budget Reference	

Action **3**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
All staff will participate in weekly collaboration time for planning, sharing of best practices, student success, and ongoing professional development.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	In-House	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Action		

4

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The school will purchase a self-adaptive assessment program (Renaissance Learning) so that students will participate in regularly scheduled reading and math proficiency tests. All students will be assessed upon entrance during the orientation and then at least two times before graduation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$3,839	Amount
Source	LCFF	Source
Budget Reference	Reference 4200	Budget Reference
Action	5	

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Purchase an online learning program (Cyber High) to meet the needs of students on independent study, who wish to put in extra time to earn more credits towards graduation, those who need an extra challenge and are interested in meeting A-G requirements.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$8,500	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Reference 4200	Budget Reference		Budget Reference	
Action 6					

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

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

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Purchase an online reading and writing support program (Achieve3000) to support English language learners and struggling readers		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$22,000		

Source	LCFF	Source		Source	
Budget Reference	Reference 4200	Budget Reference		Budget Reference	

Action **7**

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated		
Location(s)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
New teacher support for completion of the California Teacher Induction Program (CTIP)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,600	Amount:	Amount:
Source: Educator Effectiveness	Source:	Source:
Budget Reference: 5800	Budget Reference:	Budget Reference:

Action 8

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

School staff: administration, faculty, and staff work together to develop draft rubrics to evaluate the implementations of the literacies

- Academic literacy
- Digital literacy
- Civic Literacy
- College & Career Literacy

Also referenced in Goal 3

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$500-Teacher stipends

Amount

Amount

Source

LCFF

Source

Source

Budget
Reference

Certificated Salaries 1100

Budget
Reference

--

Budget
Reference

--

☐ New☒ Modified☐ Unchanged

Goal 2

Provide students with a positive and safe school environment which promotes student retention and success

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Students will come to and stay at a school in which they feel welcome and safe. From stakeholder feedback it was identified that SJCCCS needs to continue with the current set of wrap around supports and work to expand the type of supports provided for students. Additionally, the need was identified to continue implementing portions of the PBIS system and begin to work in restorative justice practices

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	73%	78%		
Chronic absenteeism rate	20%	18%		
Dropout rate	30%	28%		
Stay rate	55%	60%		
Suspension Rate	5%	5%		
Expulsion Rate	0%	1%		
Stakeholder engagement	20%	30%		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Implement a comprehensive positive incentive program including, but not limited to:

- PBIS
- Attendance incentives
- Academic incentives

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,500

Amount

Amount

Source LCFF

Source

Source

Budget Reference

1900/2900

Budget
ReferenceBudget
ReferenceAction **2**

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

Students to be Served☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____**OR**

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to UnduplicatedLocation(s)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

Train administration, teacher, and staff who work with students and corpsmembers on implementing restorative justice practices

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

Amount \$1,000

Source LCFF

Budget
Reference 5800**2018-19**

Amount

Source

Budget
Reference**2019-20**

Amount

Source

Budget
Reference

Action 3

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

<u>Students to be Served</u>	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
<u>Location(s)</u>	☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

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

<u>Students to be Served</u>	☐ English Learners ☐ Foster Youth ☐ Low Income
<u>Scope of Services</u>	☐ LEA-wide Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated
<u>Location(s)</u>	☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Annual survey to be complete by stakeholders: students, parents/guardians, and community partners		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0-In House	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action 4

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

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

[Location\(s\)](#)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Provide comprehensive wrap-around services for students including, but not limited to:

- Drug and alcohol counseling
- Behavioral/emotional counseling
- Social workers/case managers
- Housing, short and long-term
- Streamlined access to social services: WIC, CalFresh, General Assistance, CalWorks/CalLearn
- Education Navigators
- Work readiness and job placement
- Transportation

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

.2 Admin FTE
\$16,000

Amount

Amount

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 1300	Budget Reference		Budget Reference	

Action **5**

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

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

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 Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated
Location(s)	☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Improve food services- contract with a food service provider to run the kitchen and distribute food that students want to eat and is willing to work with students to develop a culinary pathway		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$25,000	Amount	Amount
Source LCFF	Source	Source

Budget
Reference

5800

Budget
Reference

Budget
Reference

☐ New
 ☐ Modified
 ☒ Unchanged

Goal 3

Graduates will obtain 21st century skills that will allow them to be successful in school and career

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

A high school diploma alone is not enough to allow current students and graduates to be successful in the world outside of high school. They need a robust set of hard and soft skills that make them competitive in the job-market and will translate to post-secondary education (community college and/or vocational training)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
21 st century skills implemented into curriculum as measured by required planning documents and school wide expectations	100%	100%		
21 st Century Skills Rubrics	0%-New Metric	100% of 21 st Century skills will have a draft evaluation rubric		
Digital Literacy Assessments (North Star)	0%	20% of students will complete 7/9 (80%) of the assessments		
Literacies Rubrics (See Goal 1)	0%-New Metric	100% of literacies (5) have a draft of a measurement rubric (also referenced in Goal 3)		

Comprehensive Graduation Portfolio	6%	10% of graduates will complete a graduation portfolio		
---------------------------------------	----	--	--	--

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Administration and faculty will work together to develop drafts of evaluation rubrics for each of the 21st century skills

- Critical thinking and problem solving
- Creative thinking skills
- Communication skills
- Collaboration skills
- Global citizenship
- Digital Literacy

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$500-teacher stipends	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 1100	Budget Reference		Budget Reference	
Action 2					

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

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

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 Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated
Location(s)	☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Teachers will work to develop best practices for implementing the North Start Digital Literacy assessments. Teachers will pilot assessments with a group of students		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	.2 FTE teacher \$13,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 1100	Budget Reference		Budget Reference	
Action 3					

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

<u>Students to be Served</u>	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
<u>Location(s)</u>	☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

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

<u>Students to be Served</u>	☐ English Learners ☐ Foster Youth ☐ Low Income
<u>Scope of Services</u>	☐ LEA-wide Student Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated
<u>Location(s)</u>	☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Staff from the charter school, AmeriCorps, and job-training will work together to implement the graduation portfolio		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	.1 FTE College and Career Counselor \$10,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 2200	Budget Reference		Budget Reference	

☐ New☐ Modified☒ Unchanged

Goal 4

Provide students with college and career pathways

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Students are not aware of the many different options that are available to them once they complete their high school diploma and job-training. As a school and job-training program we must better expose them to the multitude of options available for them.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students enroll in and complete a college and career readiness class	75 students	100 students		
FASFA and financial aid workshops offered on a regular basis	Offered once a grading period	Offered at least once a grading period throughout the school with a large FASFA drive offered in March during "March to College:		
College and career pathway aligned to opportunities provided by SJCCCS	First pathway identified: Natural Resource Management	Complete 1 pathway: Natural Resource Management		

Annual alumni survey	Draft in progress	Sent out annually with 40% response rate		
Graduates engage in post-secondary activities (college, vocational training, and/or career)	25%	30%		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Hiring of a college and career counselor who will split time between both campuses and coordinate college and career activities

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Source

College Readiness Block Grant
LCFF

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference

Certificated Salaries
1200/2200

Budget
Reference

Budget
Reference

Action **2**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Exposure to post-secondary options including, but not limited to:

- College and career exploration
- College and Career Days
- College and vocational program presentations
- College and vocational program campus visits

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,500

Amount

Amount

Source LCFF

Source

Source

Budget Reference

5800

Budget
ReferenceBudget
ReferenceAction **3**

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

[Students to be Served](#)☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____[Location\(s\)](#)☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____**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 Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated[Location\(s\)](#)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____**[ACTIONS/SERVICES](#)****2017-18****2018-19****2019-20**☐ New ☐ Modified ☒ Unchanged☐ New ☐ Modified ☐ Unchanged☐ New ☐ Modified ☐ Unchanged

Develop partnerships, articulation agreements, and MOUs with community colleges, vocational training programs, and local businesses that align with pathways that match the needs of the students and corpsmembers

[BUDGETED EXPENDITURES](#)**2017-18****2018-19****2019-20**

Amount

.1 FTE Admin
\$9,000

Amount

Amount

Source

LCFF

Source

Source

Budget
Reference

Certificated Salaries
1300

Budget
Reference

Budget
Reference

Action **4**

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Complete an annual survey to identify how SJCCCS can better support alumni, find out what could have been improved to better prepare them after graduation, and identify other potential areas for partnerships

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

\$500-teacher stipends

Amount

Amount

Source

LCFF

Source

Source

Budget
Reference

Certificated Salaries
1100

Budget
Reference

Budget
Reference

Action 5

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

College and career readiness class offered to students at both campuses

[BUDGETED EXPENDITURES](#)

2017-18

Amount

2- .2 FTE Teachers
\$26,000

Source

LCFF

Budget
Reference

Certificated Salaries
1100

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

☐ New ☐ Modified ☒ Unchanged

Goal 5

Students will be exposed to and participate in non-traditional learning modalities and environments.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Students at SJCCCS have not been successful in the traditional classroom, including traditional alternative settings. SJCCCS strives to provide students with a variety of learning environments to support learning styles and post-secondary goals.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student participation in YouthBuild AmeriCorps	45%	50%		
Credentialing of job-training supervisors	0%	50%		
Participation in job-training program or engaged with vocational training with outside agencies	50%	60%		
Experiential Learning	Beginning stages-1 class	Implemented in 1 class as the primary instructional strategy		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Provide YouthBuild AmeriCorps with ongoing opportunities to recruit new members as well as provide time to meet with currently enrolled members to share opportunities to earn service hours

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$0-supported through outside contract

Amount

Amount

Source

Source

Source

Budget Reference

Budget
ReferenceBudget
ReferenceAction **2**

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____**OR**

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to UnduplicatedLocation(s)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____ACTIONS/SERVICES**2017-18****2018-19****2019-20**☐ New ☐ Modified ☒ Unchanged☐ New ☐ Modified ☐ Unchanged☐ New ☐ Modified ☐ Unchanged

Administration will work with job-training supervisors to complete and submit paperwork and necessary documentation required to obtain a preliminary CTE credential. If not able to obtain immediately, identify insufficiencies and work with supervisor to find solution.

Administration will work with supervisors who were able to obtain the preliminary CTE credential to support them as they complete the coursework to obtain a clear credential

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

Amount	\$500-credentialing fees .1 FTE Admin \$9,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 1300	Budget Reference		Budget Reference	
Action	3				

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

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

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 Group(s)	☐ Schoolwide	OR ☐ Limited to Unduplicated Student
Location(s)	☐ All schools spans: _____	☐ Specific Schools: _____	☐ Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Begin the process of implementing experiential education which includes, but is not limited to: - Field trips - Re-designing classroom instruction - Interconnectedness between job-training experience and classroom instruction		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$500-teacher stipends	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries 1100	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:

\$ 131,452

Percentage to Increase or Improve
Services:

5.90 %

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](#)).

Due to the high percentage of unduplicated students at SJCCCS, any action or service chosen is designed to have an impact on all students. For example, the online reading program, which is being purchased to better support the school's English learners, will also support the large number of students who read well below grade level. Additionally, there are many students at the school who have undiagnosed learning disabilities, everything SJCCCS does, including planning professional development and choosing curriculum, is done to meet the needs of these learners. Finally, it is the mission of SJCCCS to get all students back on their feet and allow them to reach their full potential.

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. 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, 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/fq/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. *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, 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 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 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 *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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