

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
San Jose Conservation Corps Charter	Ashley Koch	akoch@sjcccs.org
	Director of Education	408-459-6420

2017-20 Plan Summary

The Story

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 need 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.

This year's LCAP sees a change from five goals in the previous years, to three goals. After reviewing progress towards previous years' goals and stakeholder impact, SJCCCS identified the need to narrow the focus to three main areas: the instructional program, school climate (to promote attendance and program completion), and college and career readiness.

Review of Performance

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

Greatest Progress

During the 17-18 school year, the greatest progress came in increased access to wrap-around services provided for students. Additionally, building on the progress made during the 16-17 school year, SJCCCS continued to develop a college and career going culture. The conversation of "what comes next" starts when students begin the enrollment process and continues throughout their enrollment period, whether a student enters needing all, or a just a few, credits.

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 has identified two main areas of need: student attendance and student achievement data collection and usage. Even with the increased services for students, attendance is still a major hurdle for many students due to a myriad of factors. To address this, SJCCCS will continue to increase services provided to students to alleviate barriers to attending school as well and continue working towards creating a school model that enables the most number of students to attend. Additionally, SJCC+CS must improve the collection and use of data around student achievement. Assessment needs to be implemented with fidelity and the team must work together to use this data to create instruction and interventions that support students.

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

The student group with the lowest performance overall, academically and with attendance, is the homeless student population. SJCCCS is working to expand resources for these students as well as create an instructional program which allows more flexibility of access.

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

Increased or Improved Services

- Increased access to courses through a blended learning model
- Increased wrap-around services
- Focus on college and career readiness and access

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	\$1,981,940
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	194,000

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
- Special Education
- General books and supplies
- Rent
- General operational expenses

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,817,016

Annual Update

LCAP Year Reviewed: 2017-18

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

Local Priorities:

Annual Measurable Outcomes

Expected

Teacher misassignment rate-0%

Credentialed teacher rate-100%

Actual

Teacher misassignment rate-0%

Credentialed teacher rate-100%

Expected

Common Core ELA implementation-70%
Common Core Math implementation-70%
Common Core for English Language Learners-50%
55% of students will show growth on common reading and math assessments
Individualized Learning Program (ILP) for 75% of students
100% of literacies have a measurement rubric draft

Actual

Common Core ELA implementation-70%
Common Core Math implementation-70%
Common Core for English Language Learners-50%
50% of students have growth on common reading assessment 50% of students have growth on common math assessment
Individualized Learning Program for 80% of students
100% of literacies have a measurement rubric draft

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Provide training for and implement the use of formative and summative assessment to drive instruction and determine interventions for students	Throughout the school year, the administrative team embedded the use of assessment into the professional development offered at the start of the school year, during day-long professional development sessions, and into staff meetings which were continuous throughout the year.	\$4,650-.05 Admin FTE	\$4,650-.05 Admin FTE
--	---	-----------------------	-----------------------

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
---------------------------------	--------------------------------	------------------------------	--------------------------------------

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

Offered at the beginning of the school year as well as continuously throughout the year during day-long professional development days and staff meetings:

- Common Core State Standards
- Next Generation Science Standards
- English language learner support
- Technology in the classroom

\$5000

\$5000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All staff will participate in weekly collaboration time for planning, sharing of best practices, student success, and ongoing professional development

Each campus had bi-weekly staff meetings for shared planning time, sharing of best practices, student success, and ongoing professional development.

\$0

\$0

Action 4

Planned Actions/Services

The school will purchase a self-adaptive assessment program 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 more times before graduation

Actual Actions/Services

The school decided not to purchase the programs because there is an adaptive reading assessment built into the already purchased reading development program (Acheive3000) and a free math assessment was provided through the Mathematics Diagnostic Assessment Project through UC San Diego.

Budgeted Expenditures

\$3,839

Estimated Actual Expenditures

\$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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, and those who need an extra challenge and are interested in meeting A-G requirements.

Cyber High was purchased to meet the needs of students on independent study, who wish to put in extra time to earn more credits towards graduation, and those who need an extra challenge and are interested in meeting A-G requirements.

\$8,500

\$8,500

Action 6

Planned Actions/Services

Purchase an online reading and writing support program (Achieve3000) to support English language learners and struggling readers

Actual Actions/Services

Purchased Achieve3000 to support English language learners and struggling readers

Budgeted Expenditures

\$22,000

Estimated Actual Expenditures

\$22,000

Action 7

Planned Actions/Services

New teacher support for completion of the California Teacher Induction Program (CTIP)

Actual Actions/Services

Two teachers participated in Year 1 of the CTIP program through North Coast School of Education

Budgeted Expenditures

\$6,600

Estimated Actual Expenditures

\$6,600

Action 8**Planned Actions/Services**

All school staff, administration, faculty, and staff, work together to develop draft rubrics to evaluate the implementation of the literacies:

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

Actual Actions/Services

Rubrics were developed for each of the literacies.

Budgeted Expenditures

\$500-Teacher Stipends

Estimated Actual Expenditures

\$0-staff meeting and embedded professional development time was utilized

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

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, the implementation of the actions and services were carried out to support the goal of offering a high quality instructional program.

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

The overall effectiveness of the actions/services was strong but they need to be implemented with more fidelity, specifically the measurements of students' growth in reading and math. All students need to be assessed upon entry and then regularly throughout the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted expenditures and estimated actual expenditures is due to the choice to not purchase a second reading assessment program due to one being embedded in another reading program that was already purchased for the 17-18 school year and the choice to use staff meeting time, in place of teacher stipends, to develop the literacy rubrics.

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.

The major change to this goal is the increased actions and services for the 18-19 school year to ensure a higher quality instructional program and better student outcomes. Additionally, there is an added focus of implementation of the literacies now that there are established rubrics for evaluation.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Attendance rate: 78%
Chronic absenteeism rate: 18%
Dropout Rate: 28%
Stay Rate: 60%
Suspension Rate: 5%

Actual

Attendance Rate: 70.84% (Sener: 72.65%, Berger: 68.87%)
Chronic absenteeism rate: 70% (Senter: 66%, Berger: 73%)
Dropout rate: 63%
Stay Rate: 62% (Senter: 63% Berger: 60%)
Suspension Rate: 2%

Expected

Expulsion Rate: 1%
Stakeholder engagement: 30%

Actual

Expulsion Rate: 0%
Stakeholder engagement: Student Survey Participation: Teacher/Staff Survey Participation: Alumni Survey 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a comprehensive positive incentive program including, but not limited to: PBIS Attendance incentives Academic incentives	A PBIS system was loosely implemented at both campuses using Corps Cash as an incentive	\$1,500	\$1,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

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

The school has been slowly working towards implementing restorative justice throughout the school and the program as a whole. The administration attended restorative justice sessions at various conferences but no formal training was provided for teachers and staff.

\$1,000

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Annual survey to be completed by stakeholders: students, parents/guardians, and community partners

Annual survey completed in December and May

\$0

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The Director of Student services has devoted time this year to developing new and expanding current partnerships to support stabilization of students.

.2 Admin FTE
 \$16,000

.2 Admin FTE
 \$16,000

Action 5

Planned Actions/Services

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

Actual Actions/Services

It was decided to stay with ESUHSD to provide breakfast and lunch for the students due to issues arising with the new service provider.

Budgeted Expenditures

\$25,000

Estimated Actual Expenditures

\$30,000

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, the actions/services were implemented to promote a positive school climate.

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

The services, as written, were effective in helping SJCC+CS reach the goal of creating a positive school environment. They didn't go quite far enough in addressing the full extent of barriers that students face in regards to coming to, and staying in, school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference between budgeted and estimated actual expenditures were due to not investing money in bringing in an outside person to provide training on restorative justice practices

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.

Changes to this goal were made to specifically focus on increasing attendance, stay, and graduation rates, measurements for specific metrics have been clarified and more specific actions and services have been added.

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 Priorities: 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

21st Century Skills implemented into curriculum as measured by required planning documents and school wide expectations-100%

21st Century Skills Rubrics-100% of 21st Century skills will have a draft evaluation rubric

Digital Literacy Assessments (North Star)-20% of students will complete 7/9 (80%) of the assessments

Actual

21st Century Skills implemented into curriculum as measured by required planning documents and school wide expectations-100%

21st Century Skills Rubrics-100% of 21st Century skills have a draft evaluation rubric

Digital Literacy Assessments (North Star)- 10% of students completed 80% of the assessments

Expected

Literacies Rubrics (see Goal 1)-100% of the literacies will have a draft of a measurement rubric

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

Actual

Literacies Rubrics (see Goal 1)-100% of the literacies have a draft of a measurement rubric

Comprehensive Graduation Portfolio- 10% of students completed a 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**Planned Actions/Services**

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

Actual Actions/Services

A draft of the evaluation rubric for the 21st Century Skills was completed

Budgeted Expenditures

\$500

Estimated Actual Expenditures

\$0

Action 2**Planned Actions/Services**

Teachers will work to develop best practices for implementing the North Star Digital Literacy assessment

Teachers will pilot assessment with a group of students

Actual Actions/Services

The digital arts teachers piloted the North Star Digital Literacy assessments in their classes

Budgeted Expenditures

.2 FTE Teacher (.1 FTE per campus)
\$13,000

Estimated Actual Expenditures

.2 FTE Teacher (.1 FTE per campus)
\$13,000

Action 3**Planned Actions/Services**

Staff from the charter school, AmeriCorps, and job-training will work together to implement the graduation portfolio

Actual Actions/Services

Staff from the different programs: charter school, AmeriCorps, and job-training worked together to implement the graduation portfolio

Budgeted Expenditures

.1 FTE College and Career Counselor
\$10,000

Estimated Actual Expenditures

.1 FTE College and Career Counselor
\$10,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

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, the actions/services were implemented with good fidelity. All of the actions/services were implemented.

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

This was not a full implementation year for this goal, as SJCC+CS is still working to development effective assessment tools for the 21st century skills, evaluate the appropriateness of the digital literacy assessments, and create a standardized graduation portfolio for the organization. However, good strides were made towards getting the school to full implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist.

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 18-19 school year, more metrics and actions/services have been added for two reasons. First, there needs to be a stronger emphasis on college and career readiness for all students. SJCC+CS needs to do a better job of not only getting students their diplomas but making sure they have the hard and soft skills needed to succeed post-high school. Secondly, due to the "basic to basic" focus of the LCAP as a whole, some of the metrics and actions/services from 17-18 goals four and five have been added to this goal.

Goal 4

Provide students with college and career pathways

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Students enroll in and complete a college and career readiness class-100 students

FASFA and financial aid workshops offered on a regular basis-offered at least once a grading period throughout the school year with a large FSFA drive offered in March during "March to College"

College and career pathway aligned to opportunities provided by SJCCCS-Complete 1 pathway: Natural Resource Management

Actual

Students enroll in and complete a college and career readiness class-100 students

FASFA and financial aid workshops were offered on a regular basis by the college and career counselor, throughout the school year either through workshops or working one-on-one with students.

One complete pathway did not get mapped out. Courses were offered through a local community college that aligned with the pathways.

Expected

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

Actual

Annual alumni survey-NEED
Graduates engage in post-secondary activities (college, vocational training, and/or career)- 30%

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

Planned Actions/Services

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

Actual Actions/Services

Hired a college and career counselor

Budgeted Expenditures

\$80,000

Estimated Actual Expenditures

\$63,021

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Exposure to college and career through:
 College and career exploration through group and one-and-one work with the college and career counselor
 College and career tabling at evening events
 College and vocational program presentations
 College and vocational program campus visits

\$1,500

\$0 (included with college and career counselor)

Action 3

Planned Actions/Services

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

Actual Actions/Services

College classes offered on both campus as a part of the beginning process of developing a CCAP agreement with Foothill College

Budgeted Expenditures

.1 FTE Admin
 \$9,000

Estimated Actual Expenditures

.1 FTE Admin
 \$9,000

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 partnership

Annual survey in progress

\$0

\$0

Action 5

Planned Actions/Services

College and career readiness class offered to students at both campuses

Actual Actions/Services

College and career readiness class offered to students at both campuses

Budgeted Expenditures

2-.2 FTE Teachers
\$26,000

Estimated Actual Expenditures

2-.2 FTE Teachers
\$26,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

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, the actions and services associated with this goal brought SJCCCS the closest to achieving the goal.

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

The actions/services were very effective pushing the college and career conversation, which in turn, resulted in more students considering their options post SJCCCS and taking advantage of the opportunities offered by the college and career counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference between budgeted and estimated is that no extra money was spent on exposing students to college, career, and vocational training options

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.

This goal is not being included in the 18-19 LCAP; instead, the metrics and actions/services that align with college and career readiness as well as post-SJCCCS placement, will be included under the new goal three.

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 Priorities: 4, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Student participation in YouthBuild AmeriCorps-50%

Credentialing of job-training supervisors-50%

Participation in job-training program or engaged with vocational training with outside agencies-60%

Experiential Learning-implemented in 1 class as the primary instructional strategy

Actual

Student participation in YouthBuild AmeriCorps-30%

Credentialing of job-training supervisors-0%

Participation in job-training program or engaged with vocational training with outside agencies-40%

Experiential Learning-implemented in 1 class as a tertiary instructional strategy

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	YouthBuild AmeriCorps was provided with ongoing opportunities to recruit new members (orientation and homeroom on a regular basis) as well as provide time to meet with currently enrolled members to share opportunities to earn service hours (9th period)	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

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 a 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.

Administrator worked with job-training supervisors to start the process of collecting the required paperwork necessary to obtain a preliminary CTE credential

\$500-credentialing fees
.1 FTE Admin
\$9,000

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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	One teacher began to use experiential learning in the classroom as a tertiary level instructional method.	\$500-teacher stipends	\$0
--	---	------------------------	-----

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

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.

This goal is a huge area of growth for SJCCCS. Many of the actions/services were started, but not implemented with fidelity.

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

If the actions/services had been implemented, they would have been effective working towards the goal. Since they were not implemented the goal was not reached.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No money was spent on the credentialing of job-training supervisors

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.

This goal is not being included in the 18-19 LCAP; instead, the metrics and actions/services that align with college and career readiness as well as post-SJCCCS placement, will be included under the new goal three.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Faculty and Staff-Staff meetings & annual survey in April and May
Students-survey completed in December and may
Management Team Meeting-May

Impact on LCAP and Annual Update

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

- Need more comprehensive wrap-around services to help students overcome barriers to coming to school
- Explore school models that allow for more flexibility of student schedules
- Provide attendance incentives
- Other ways for students to earn credits (faster, self-paced)
- Better preparation for students' next steps
- Better food

Goals, Actions, & Services

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

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

Modified

Goal 1

Provide a high quality and comprehensive instructional program

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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. For the 18-19 school year SJCCCS is focusing heavily on its instructional program and how the program is preparing students for success after graduation. From stakeholder feedback, two major needs were identified (1) increased and on-going professional development for teachers and staff and (2) the use of an instructional model that better fits of the needs the diverse populations SJCCCS serves.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Credentialed Teacher Rate (core courses-Math, Science, English, Social Science)	100%	N/A	100%	N/A
Growth on common reading assessment	50%	N/A	55%	N/A
Growth on common math assessment	55%	N/A	60%	N/A
Implementation of Common Core State Standards for English-as measured by classroom observations and teacher planning documents	70%	N/A	100%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Common Core State Standards for English-as measured by classroom observations and teacher planning documents	70%	N/A	100%	N/A
Implementation of English Language Development Standards-as measured by classroom observations and teacher planning documents	50%	N/A	70%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Next Generation Science Standards- as measured by classroom observations and teacher planning documents	60%	N/A	70%	N/A
English learner reclassification rate as measured by the ELPAC assessment	15%	N/A	20%	N/A
Percent of EL students who make process towards English proficiency as measured by the ELPAC assessment	New goal	N/A	60%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students with an individualized learning plan (academic and career)	75%	N/A	100%	N/A
Percent of students making academic progress each grading period by passing a minimum of five classes each grading period	New goal	N/A	65%	N/A

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	Location(s)
N/A	N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

New teacher support for the completion of
the California Teacher Induction Program
(CTIP)

N/A

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

\$7,000

N/A

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Source	N/A	General Fund	N/A
--------	-----	--------------	-----

Budget Reference	N/A	5800	N/A
------------------	-----	------	-----

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Purchase Renaissance STAR testing for English and Math. All students will be assessed upon entry to school and then continuously throughout the school year.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$6,000	N/A
Source	N/A	General fund	N/A
Budget Reference	N/A	4200	N/A

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served
Scope of Services:
Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

N/A

Ongoing professional development throughout the school year, including, but not limited to:
 Using data for instruction and student interventions, including formative and summative assessment
 Reading and writing across the curriculum
 Passing the cognitive load
 Instructional planning aligned to CCSS, NGSS, and ELD standards
 Embedding 21st century skills
 Project Based Learning
 Using technology in the classroom
 STEM/STEAM
 Working with students in an alternative

N/A

setting
Building a college going culture in the
classroom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	.2 Admin \$16,000 \$500-teacher stipends \$5,000-conferences and other outside professional development	N/A
Source	N/A	Supplemental and base grant funding	N/A
Budget Reference	N/A	1300 1100 5200 5800	N/A

Action #4

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

Students to be Served

N/A

Location(s)

N/A

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

Location(s)

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	.5 FTE (.25 per campus)-College and career counselor \$35,000	N/A
Source	N/A	Supplemental and base funding	N/A
Budget Reference	N/A	1200	N/A

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Increase course offerings for all students by
purchasing an online, blended learning
platform

- English language learners
- A-G Courses
- Advanced learners
- Career Technical Education Courses

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,000-Cyber High \$5,000-LMS and other online resources	N/A
Source	N/A	Supplemental and concentration grant	N/A
Budget Reference	N/A	4200	N/A

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

Modified

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 Priorities: 3, 5, 6, 7, 8

Local Priorities:

Identified Need:

Students will come to and stay at a school in which they feel welcome and safe. Overall, students report feeling safe and happy at school, but that isn't always enough to ensure students attend. Based on stakeholder feedback, SJCCCS must continue to provide attendance incentives as well as comprehensive wrap-around services to assist student with both the motivation, and ability, to attend school on a regular basis.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	71%	N/A	75%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stay Rate	62%	N/A	65%	N/A
Chronic Absenteeism Rate	70%	N/A	60%	N/A
Graduation rate (based on school year enrollment)	12%	N/A	15%	N/A
Dropout Rate	63%	N/A	50%	N/A
Suspension Rate	2%	N/A	5%	N/A
Expulsion Rate	0%	N/A	2%	N/A
Graduation Rate-based on students entering who are grad eligible	New Metric	N/A	50%	N/A

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Implement a comprehensive positive incentive systems including, but not limited to:	N/A

- PBIS
- Attendance incentives
- Academic incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$2,000- Incentives \$2,000-Teacher Training	N/A
Source	N/A	Supplemental funding	N/A
Budget Reference	N/A	4300 4700 1300 5800	N/A

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served
Scope of Services:
Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

N/A

Establish new partnerships and further develop existing partnerships to provide comprehensive wrap-around services for students. Including, but not limited to:

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

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	.2 Admin FTE \$16,000	N/A
Source	N/A	Supplemental	N/A
Budget Reference	N/A	1300	N/A

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

New

Upon entry, all students will complete a self-sufficiency assessment which will be used to drive partnerships and connect students to stabilization resources.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	.2 Intake Counselor \$7,000	N/A
Source	N/A	Supplemental	N/A
Budget Reference	N/A	1200	N/A

Action #4

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

Students to be Served
Location(s)

All Students

All Schools

OR

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

Students to be Served
Scope of Services:
Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

N/A

Climate survey completed by students and
staff twice per year (fall/early winter and
spring)

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0-supported in house	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning. (Duplicate from Goal #1)

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	.5 FTE (.25 per campus)-College and career counselor \$35,000	N/A
Source	N/A	Supplemental funding	N/A
Budget Reference	N/A	1200	N/A

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

Modified

Goal 3

Students will be college and/or career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 7, 8

Local Priorities: Corps to college and career (post-SJCCCS placement)

Identified Need:

A high school diploma alone is not enough to enable 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). From stakeholder feedback, it was identified that more needs to be done to explicitly develop these skills as well as support graduates as they transition out of SJCCCS.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Percent of students showing proficiency on 80% of 21st century skills as measured by the rubric	New metric	N/A	30%	N/A
Completion of a comprehensive graduation portfolio	10% of graduates	N/A	25% of graduates	N/A
Students completing the FASFA	New metric	N/A	70% of graduates 20% of non-graduates	N/A
Participation in SJCC+CS vocational training program/career technical education	30%	N/A	40%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student enrolled in work-readiness/experience classes either with SJCC+CS or with an outside organization	New metric	N/A	25%	N/A
Credentialing of CTE supervisors	0%	N/A	50%	N/A
Exposure to post-SJCC+CS activities such as - Community College presentations and visits - Vocational Training programs - Trades/Unions -	New metric	N/A	70%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduates engage in post-secondary activities - College - Training (including training programs and pre-apprenticeships programs) - Career aligned employment	30%	N/A	35%	N/A
% of students showing proficiency on 80% of the digital literacy checklist	New metric	N/A	30%	N/A
Social Emotional Learning	New metric	N/A	Create and test a draft rubric of social emotional learning to be piloted with a small group of students	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of graduates completing 10 hours of community service hours	New metric	N/A	100%	N/A

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Modified

Hire a college and career counselor to work with students on academic and career plans, coordinate post-secondary exposure activities such as presentations and visits, conduct FASFA workshops, and any other activities and actions related to post-secondary readiness and placement.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$70,000	N/A
Source	N/A	General fund and supplemental	N/A
Budget Reference	N/A	1200 or 2200	N/A

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Embed 21st century and digital literacy skills into all content areas and courses. Work with the teachers and other staff to create a system using the established rubrics to evaluate student proficiency

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	.2 Admin FTE \$16,000	N/A
Source	N/A	General Fund	N/A
Budget Reference	N/A	1300	N/A

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

The college and career counselor will work with staff from different departments develop and implement a plan for ensuring graduates create a comprehensive graduation portfolio

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Already accounted for-included with college and career counselor	N/A
Source	N/A	General and supplemental	N/A
Budget Reference	N/A	1200 or 2200	N/A

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Staff from the charter school and vocational training programs will work together to ensure that all students are aware of the different employment options provided through SJCCCS

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0-supported in-house	N/A
Source	N/A	General fund	N/A
Budget Reference	N/A	N/A	N/A

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Create a work experience class and develop external partnerships to provide work readiness training and job placement for students requiring employment to support themselves while attending school

2019-20 Actions/Services

N/A

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

.5 FTE of school support staff
\$30,000

N/A

Source

N/A

General fund

N/A

**Budget
Reference**

N/A

1100 or 2200

N/A

Action #6

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

Students to be Served**Location(s)**

All Students

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

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

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

Charter school staff works with the job-
training department to complete and file the
paperwork for the preliminary CTE credential

N/A

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	N/A	.1 FTE \$8,000	N/A
Source	N/A	General Fund	N/A
Budget Reference	N/A	1100 or 1300	N/A

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Administration works with teacher and other staff to develop a social emotional learning rubric that can be used to evaluate students in an ongoing manner. The rubric will be piloted with a small group of students

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount

N/A

.1 Admin FTE
\$8,000
\$500-Teacher stipends

N/A

Source

N/A

Supplemental

N/A

Budget
Reference

N/A

1300
1100

N/A

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Work with YouthBuild AmeriCorps program to ensure that students are aware of community service opportunities to complete required community service hours.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0-supported by in-house program	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$432,955	30.90%

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
--	--

\$436,116	31.58%
-----------	--------

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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 use of professional development to improve instruction will include targeted sessions, such as better supporting English language learners, and more broad topics, such as using data to plan and improve instruction, that will positively impact all students. 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. Lastly, the push for increased access for wrap-around services to improve attendance and graduation will support all students. However, the sub-populations SJCCCS serves will benefit quantitatively and qualitatively more.