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)

LEA Name	Contact Name and Title	Email and Phone
JCS-Pine Valley, Mountain Empire Unified School District	Jennifer Cauzza Executive Director	jcauzza@jcs-inc.org (760) 765-5500

2017-20 Plan Summary
The Story

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

JCS - Pine Valley is an independent study TK-12 charter school sponsored by Mountain Empire Unified School District. JCS-Pine Valley serves 130 students in east San Diego county . JCS - Pine Valley grew out of Julian Charter School (JCS), which is sponsored out of Julian Union Elementary School District. While JCS has been in existence for over 20 years, in 2018 it split its original charter school into multiple charter schools to be sponsored within Riverside and San Diego counties in order to be compliant with the current independent study laws. Currently JCS - Pine Valley has one center in Pine Valley, Pine Valley Academy, which houses a 6-12 academy that students attend 3-4 days per week. Additionally there is space for educational facilitators (EFs) to meet with homestudy students and space for special education services.

The mission of JCS - Pine Valley is to empower learners with educational choice. Our vision is to work in partnership with families to ensure all learners develop the necessary skills to become contributing members of our local and global communities. Our school's theme is cultivating character. Our students are very involved in community events, community service, recycling, responsible stewardship of nature, ASB activities, and school events, We also encourage global awareness and strive to step out of our comfortable town and into the world around us. We are dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.

- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Students at JCS - Pine Valley are part of an independent study education model and are generally referred to as being in the home study program or the academy program. Daily instruction of TK-12 homestudy students is done by the parent teacher under the supervision of an EF. K-8 students may get instruction one day a week at a learning center or elect to use vendor funds for instruction from one of our vendors. Students at our 6-12 academy are taught by a certificated teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

Our student population at Pine Valley consists primarily of white students (77.5%) and hispanic/latino (15.9%) students. Our special education population is somewhat larger than traditional districts, with an overall percent of 16.7%. Due to the nature of independent study, our English language learner population is fairly small (2.2%), since for at least a portion of the week the parent is the teacher for the student. Our socioeconomically disadvantaged population is 44.9%, and our homeless and foster youth make up less than 1% of the population. While we don't have a migrant population in the traditional sense, we do have a somewhat transient population. Some families decide that home study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules. Our 6-12 academy, however, has a consistent base of students that typically stay with us through graduation once they start.

Students come to JCS-Pine Valley for various reasons: some are looking for an option other than their local school because they aren't happy with what their local school has to offer; some are drawn to the academy because of its project-based program or smaller classes; others like the balance of home school and classroom-based instruction; and still others prefer the traditional home study model with the flexibility and choice in curriculum and daily schedule. Because JCS-Pine Valley covers a relatively large geographical area, our student demographics and needs vary somewhat depending on the region. As a school we look at data for the academy and home school separately, and as a whole to identify our students' needs. While JCS-Pine Valley strives to support all learners in meeting their potential, we are very aware of our struggling and at-risk learners and their diverse needs and are constantly striving to provide additional supports.

LCAP Highlights

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

Our focus for JCS-Pine Valley will continue to be academic achievement in math and language arts across the curriculum, growing lifelong learners who are prepared for college and/or a career path, and student wellness because we believe strongly in educating the whole child.

Review of Performance

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

Greatest Progress

Math and college/career readiness are the two areas we've identified as being of greatest need. Our math coach has been with us for three years and has continued to be a great resource for both teachers and parents. In addition to the standards-based common assessments which have been created an implemented, our math coach has created a website with a wealth of resources for homestudy parents. We've continued to use ST Math, and our math coach is tracking their growth in math achievement to see if this is a resource we'll expand. We also strategically used IXL and Khan Academy to target gaps in education as pointed out by MAP testing results. We have seen growth in both math and ELA in our MAP scores for grades 6-8. Each student created goals based on initial scores and tracked their goals this year.

During the 2018-19 school year 9th graders were asked to participate in CTE courses through Odysseyware, an online curriculum provider. Students began their studies with introductory courses in their chosen pathway. We've increased the number of 8th grade students taking PSAT and, using those scores, have begun to help them create a College Board account which links to a personalized learning path for math on Khan Academy.

Our high school counselor organized two college tours for high school students and two college tours for our middle schools students in 18-19. We continue to explore a Dual Enrollment community college program with. We've also begun to put together a career technical education (CTE) program using an online program. Students participated this past year in the beginning courses and we plan to expand upon that in 2019-20.

Although our English learner population is low we invested in purchasing an ELD curriculum aligned with the new ELD standards for Designated ELD. The curriculum combines online work with supplemental book materials to allow students to work at home while being monitored by staff. We hope that this additional support will encourage students to remain with us longer and improve their English language proficiency.

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

Greatest Needs

Since JCS-Pine Valley is a new school we do not have data to reflect our progress on the CA School Dashboard, which is designed on status and change. However, since most of our students were part of Julian Charter School last year we have CAASPP data that we've used to identify areas of need, particularly in math for all students and college/career readiness for our high school students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on local data our Students with Disabilities perform lower than our overall population in both ELA and math. We'll continue to look at the supports in place for our Students with Disabilities along with the benchmark assessments and curriculum in place. We'll also be looking at the data for our low income students since we've seen a large increase of students in this population.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A - JCS-Pine Valley has not been identified for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Academic achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 3: Parental Involvement (Engagement)
                        Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1: CAASPP assessment results will increase for All Students by 5 points on the distance from level 3 (DF3) LCFF indicator for both ELA and Math. 2: CAASPP assessment results will increase for English Learners (EL) by 7 points, Low Income (LI) students and Students with Disabilities (SwD) by 5 points on the distance from level 3 (DF3) LCFF indicator for both ELA and Math. 3. ELA CAASPP assessment results will increase for all students identified as needing Tier 1 and Tier 2 interventions by 5 points on the distance from level 3 (DF3) LCFF indicator. 4: The number of English Learners who make progress towards English Proficiency on the LCFF indicator will increase by 5%. 5: 50% of students being served in Tier 1 and Tier 2 will successfully meet benchmark goals. 6. 50% of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments. 7. 100% of all credentialed teachers in all programs and grade levels will obtain a CLAD certificate by July 2020. 8. All teachers will participate in professional development become familiar with the ELD standards and their alignment with CCSS to implement both integrated and designated ELD instruction for equitable EL access to the CCSS. 9. Increased parental involvement in student learning. 10. Increase use of CCSS aligned math curriculum for all students.	1: We do not have data on the LCFF Dashboard yet since we are a new school. However, the percent of students who met/exceeded standard for ELA and Math for 2017-18 was 47% for ELA and 29% for Math. We will use the scores from 2018-19 as the first year of growth. 2. JCS-Pine Valley does not have data to identify this information as the school is new and does not have data on the LCFF Dashboard. 3. No data available. 4. JCS-Pine Valley does not have data to identify this information as the school is new and does not have data on the LCFF Dashboard. The number of EL students at JCS-PV is small and often changes. 5. Data not available. 6. More than 50% of students mastered CC math standards in grades 3, 4 and 6 . Percents ranged from 54-88%. 43% of 5th graders, 23% of 7th graders and 35% of 8th graders mastered CC math standards. 7. 100% of teachers have their CLAD credential. 8. All teachers had basic training related to ELPAC and its scoring rubric, how it relates to the ELD standards and how both should be connected to CCSS to implement integrated instruction. 9. Data not available. 10. 100% of students at JCS-PV are using CCSS aligned math curriculum.

18-19
1. On the DF3 LCFF indicator for 2017-18: All Students will be at least 15.6 points above level 3 for ELA and no more than 17 points below level 3 for Math.

2. On the DF3 LCFF indicator for 2017-18: LI - no more than 5.7 points below level 3 for ELA and no more than 41.4 points below level 3 for Math. SwD - no more than 48.7 points below level 3 for ELA and no more than 89.4 points below level 3 for Math. EL - at least 3.9 points above level 3 for ELA and no more than 51.9 points below level 3 for Math.

3. On the DF3 LCFF indicator for 2017-18: Students in Tier 1 and Tier 2 will increas by 5 points above baseline on ELA on the DF3 LCFF indicator.

4. 75% of ELs will make progress towards English Proficiency on the LCFF indicator.

5. 50% of ALL students being served in Tier 1 and Tier 2 will successfully meet benchmark goals.

6. At least 50% of students in EACH grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.

7. 80% of currently credentialed teachers will have a CLAD certificate.

8. All teachers who currently have ELs will participate in professional development to implement both integrated and designated ELD instruction for equitable EL access to the CCSS.

9. Parent log-in metrics for Parent Portal, Canvas, Summit Learning and/or other learning platforms to increase by 10%

10. 100% of students will use CCSS-aligned math curriculum.

Baseline
1. 2015-16: Our All Students were
17.7 points above level 3 for ELA and 23.8 points below level 3 for Math on
the DF3 LCFF indicator.

2. 2015-16: LI students were 3.7 points below for level 3 ELA and 47.5
points below level 3 for Math.

2015-16: SwD were 54.5 points below
level 3 for ELA and 83.3 points below
level 3 for Math on the DF3 LCFF indicator.

2016-17: English Learners - 9.9 points below level 3 for ELA and 56.9 below
level 3 for Math on the DF3 LCFF indicator.

3. New metric - baseline to be established by collecting data on students
who will continue Tier 1 and Tier 2 from 2017-18 into 2018-19 and their
CAASPP assessment results from 2017-18.

4. 40% of English Learners maintained or improved their performance by
one level on
CELDT testing.

5. Approximately 60% of academy students met benchmark goals. Home
study was more difficult to track because parents weren't willing to bring
their children in for intervention.

6. On average, 55% of students in grades 3-8 mastered standards on the
benchmark assessment by mid school year (2017-18). Grades 7 and 8
however were below the 50% mark.

7. Approximately 75% of credentialed teachers currently have a CLAD
certificate.

8. Teachers who currently have EL students have access to and are familiar
with the ELD standards and how they align with CCSS.

9. New metric - baseline to be established Fall 2018.

10. All students currently have access to CCSS aligned math curriculum,
however our home study families aren't happy with the current selections.

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
1. Provide funding for coursework/assessment of current teachers to obtain CLAD certificate. 2. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered. 3. Provide coordinator (.25 FTE) for EL to identify, track and coordinate related services such as: • Coordinate designated ELD instruction for all ELs daily online and supplement oral language component with weekly groups led by a CLAD-credentialed teacher. • Coordinate training for teachers with EL students • Provide focus groups for EL parent involvement and feedback 4. Purchase online ELD curriculum.	1. We do not have any teachers who are without their CLAD certificate. We will remove this action and ensure that all new teachers hold a CLAD certificate. 2. This will continue. 3. Our EL coordinator provided training in ELPAC scoring rubric, ELD standards and how both are aligned with CC ELA standards. Teachers were also trained on implementing strategies for integrated ELD instruction. Because the number of EL students is so small we do not need to create a focus group. 4. ELD curriculum for designated instruction was purchased and will be implemented in the fall.	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $5,000 Resource 0000 1000-1999: Certificated Personnel Salaries $6000 Resource 0000 4000-4999: Books And Supplies $2000	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $0 Resource 0000 1000-1999: Certificated Personnel Salaries $1451.61 Resource 0000 4000-4999: Books And Supplies $1485.57

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Assess students to identify those in need of Tier 1 and Tier 2 intervention. • Purchase MAP or iReady to assess all students 2-11 semi-annually to. • Continue use of K Skills Assessment to assess K students • Provide substitutes for teachers to assess students in K-8 academies 2. Purchase EasyCBM as benchmark assessment for grade 6-8 students 3. Provide 3.0 FTE for Safety Net staff (3 Intervention Teachers and 1 Intervention Coach) to: • Implement Tier 1 and Tier 2 Intervention. • Assess students in using DIBELS (grades 3-5) and EasyCBM (grades 6-8) as benchmark assessment. 4. Provide ongoing professional development to Safety Net and SPED staff in Tier 2 and Tier 3 intervention curriculums.	1. This was done using MAP assessment for grades 2-11, and internally developed assessments for grades K-1. We will continue to assess students in this way for 2019-20. Purchase MAP or iReady to assess all students 2-11 semi-annually to. Students in Kindergarten were assessed using the Kindergarten Skills Assessment to monitor progress. Substitutes for K-8 academy is not applicable to JCS-Pine Valley. We will discontinue this action. 2. We elected not to purchase EasyCBM and will instead use MAP as a benchmark. 3. Although JCS-PVwas unable to hire an Intervention teacher due to our low enrollment, our teachers completed all identified benchmark assessments with their students. 4. Although Tier 2 and Tier 3 intervention did not occur, our special education staff attended MTSS training with all of our students.	Resource 0000 5000-5999: Services And Other Operating Expenditures $3495 Resource 0000 1000-1999: Certificated Personnel Salaries $46,000	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $1022.60 Resource 0000 1000-1999: Certificated Personnel Salaries $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction. 2. Provide Math Coach (1.0 FTE) to: • continue creation of curriculum and assessments • train/support K-8 teachers and home study parents • track/analyze data of common assessments implemented by teachers 3 x year 3. Ensure that all teachers complete years 1-2 of their Induction Program by funding the induction plan and providing continuous support through Reflective Coaches (.125 FTE per coach). 4. Continue ST Math Pilot. Monitor progress on CAASPP scores as an indicator of success. Provide Chromebooks as needed to students. 5. Provide EUs for home study and INSITE for access to tutoring in ELA and Math. 6. Replenish Common Core Math materials, including new selections, to ensure all students	1. All teachers participated in at least one of the following conferences or workshops: • Standards and Beyond, a workshop focused on math standards for grades K-8 (January 2019) • MTSS Charter Mini-Conference for grades K-12 (January 2019) California Charter School Association Conference (March 2019) 2. The Math coach is in place will continue to create curriculum, train/support teachers and track/analyze data from common assessments. 3. There were no JCS-PV teachers in need of Induction, but any newly hired teachers will be provided support and funding to complete their Induction Program. 4. Students in K-5 continue to show growth in their math CAASPP scores and JCS-Pine Valley plans to continue to use ST Math for K-5 homestudy. 5. This was accomplished for homestudy, and we'll continue to provide EUs going forward.	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $38,000 Resource 0000 1000-1999: Certificated Personnel Salaries $29,000 Resource 0000 5000-5999: Services And Other Operating Expenditures $3000 Resource 0000 4000-4999: Books And Supplies $12,000	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $500 Resource 0000 1000-1999: Certificated Personnel Salaries $4870.40 Resource 0000 5000-5999: Services And Other Operating Expenditures $296.79 Resource 0000 4000-4999: Books And Supplies $3,000

are using CCSS-aligned math curriculum.

7. Provide parent training on the Parent Portal, Canvas, and Summit Learning platforms each semester to increase parent access to resources, assignments, and scores to support student learning at home.

6. Illustrative Math curriculum was purchased for 6-8. We'll continue to purchase as needed.

7. JCS-PV does not use Summit. Two trainings related to Canvas were offered for academy parents. Homestudy parents have access to the help ticket feature in our portal for Canvas and other tech-related issues. We'll continue this action to provide training and will additionally provide support to parents in the academy and homestudy for ParentSquare.

Action 4

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.

While JCS-Manzanita is a new school it was part of Julian Charter School prior to the 2018-19 school year. All of the actions/services came from JCS and as we create our identity with the Manzanita population of students we're seeing areas that will need to be changed. We are happy with the implementation overall, particularly with curriculum selections we've made and teacher training. We have very few English Learners and we need to make them more of a priority going forward.

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

All of the measurable outcomes came from JCS as we needed a baseline as a new school. Without the LCFF Dashboard, which is designed to be the primary indicator of our growth, it's difficult to ascertain the overall effectiveness. Moving forward we will tailor the outcomes to more accurately reflect the student population of JCS-Manzanita.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a significantly smaller budget as a small school we were not able to hire or retain all the personnel we had planned for.

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.

Since 2019-20 will be the 2nd year that JCS-Manzanita has existed as a stand alone school, we now have some baseline of data from which to move forward. We will be maintaining the same goals, as we know they are still the greatest areas of need, but we will be tailoring the actions/services more. The emphasis will be on all students and our students with disabilities because our unduplicated student population is so low. We will continue, however, to monitor our unduplicated students and determine additional supports as needed.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Creating lifelong learners

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1: The number of students who successfully complete "a-g" requirements for college admission will increase by 10%. 2: The number of 8th grade students who will take the PSAT, establish a College Board account, and receive a personalized SAT preparation plan through Khan Academy will increase by 15%. 3: 15% of high school students will successfully complete either a Dual Enrollment semester course or a College Readiness counseling class. 4. The percentage of 11th grade students who are Conditionally Ready or Ready for college in ELA and Math on the Early Assessment Program will increase by 5%. 5. The percentage of graduates who are considered "Prepared" for college/career on the LCFF indicator will increase by 5%. 6. All 9th grade students enrolled in Transitional Math will demonstrate readiness for Integrated Math I by passing the course with a 70% or better by the end of their 9th grade year. 7. At least one parent/guardian will participate in the creation of the master agreement and at least one parent/guardian will participate in program specific meetings 50% of the time including: four year plans; counselor appointments; and parent/teacher conferences. 8. All students will create a Personalized Learning Plan.	1. Baseline to be established with 2018-19 high school data. 2. All of our 8th grade students took the PSAT and created a Khan Academy account. 3. This has not yet been accomplished. 4. Baseline to be established with 2018-19 CAASPP data. 5. Baseline to be established with 2018-19 data. 6. 33% of 9th graders took Transitional Math. Of those that took Transitional Math 50% passed with 70% or better. 7. At least one parent participates in the completion of the master agreement. 8. This has not yet been accomplished.

Expected	Actual
18-19 1. 26% of high school students will successfully complete "a-g" requirements for college admission. 2. 64% of all 8th grade students will take the PSAT, establish a College Board account, and receive a personalized SAT preparation plan through Khan Academy. 3. 20% of high school students will successfully complete either a Dual Enrollment semester course or a College Readiness counseling class. 4. 57% of 11th graders will be Ready or Conditionally Ready on ELA and 19% of 11th graders will be Ready or Conditionally Ready on Math on the Early Assessment Program indicator. 5. The percent of 2018 graduates who are considered "Prepared" for career/college on the LCFF indicator will be 40.5%. 6. All 9th grade students enrolled in Transitional Math will demonstrate readiness for Integrated Math I by passing the course with a 70% or better by the end of their 9th grade year. 7. At least one parent/guardian will participate in the creation of the master agreement 100% of the time and at least one parent/guardian will participate in program specific meetings 50% of the time including: four year plans; counselor appointments; and parent/teacher conferences. 8. All students will create a Personalized Learning Plan.	

Expected	Actual
Baseline 1. 16% of high school students successfully completed "a-g" requirements for college admission in 2013-14, 19% participated in a-g requirements in 2015-16. 2. Approximately 20% of 8th graders took PSAT in 2016-17; all created their SAT prep plan. 3. New baseline - implementing these courses in 2017-2018. 4. The percent of 11th grade students who were considered Conditionally Ready or Ready in 2015-16 was 59% for ELA and 10% for Math. 5. The percent of 2016 graduates who were considered "Prepared" for career/college on the LCFF indicator was 30.5%. 6. Fall 2017 80% of 9th grade students enrolled in Transitional Math (semester 1) had a passing grade with a 70% or better. 7. Baseline to be established in 2018-19 with the following documents as evidence: four year plans, master agreements, parent conference attendance sheets, counselor meeting records, student personalized learning plans. 8. Baseline to be established in 2018-19.	

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 2 high school counselors (2.0 FTE) to create curriculum and assessments, offer high school guidance, and coordinate other supports and services for college/career readiness to include:

- Providing the College Readiness class at one academy and researching a comparable online course to expand the availability
- Identifying possible Dual Enrollment options
- Organizing school-sponsored tours with transportation to local colleges and college fairs
- Creating a college & career webpage on the JCS site
- Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan
- Identifying CTE pathways and available courses/curriculum

Fund services to support college/career readiness in grades 8 and higher:
- Materials for Dual Enrollment courses

1. Due to budget cuts related to the creation of new schools and the decrease in enrollment for 18-19 we were only able to keep one shared high school counselor. A study skills class was implemented for grades 9-10. Dual Enrollment options: This will continue locally and within the JCS-Inc family. One college tour and one college fair were organized for homestudy families. We will continue for next year. The website was completed and is live. Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan: This was completed and will continue. Identifying CTE pathways and available courses/curriculum: This was done; students used Odysseyware. We're continuing to look at different CTE choices but will continue with Odysseyware for now.

2. Materials for Dual Enrollment courses, online subscriptions and CTE curriculum: This is still in progress as we assess the best option for our students. An online CTE curriculum is available, but this needs further exploration and implementation. Our school counselor has continued membership in NACAC and WACAC and she attended the NACAC conference. Participation in PSAT for all 8th graders along with any 9th grader who didn't take

Resource 0000 1000-1999: Certificated Personnel Salaries $87,000

Resource 0000 4000-4999: Books And Supplies $12,350

Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $1000

Resource 0000 5000-5999: Services And Other Operating Expenditures $5500

Resource 0000 1000-1999: Certificated Personnel Salaries $5396.64

Resource 0000 4000-4999: Books And Supplies $124.58

Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $1000

Resource 0000 5000-5999: Services And Other Operating Expenditures $5500

- Materials/online subscriptions for College Readiness courses
- Materials/online subscriptions for a-g CTE curriculum
- Stipend for support staff to help build the counseling website
- Membership to NACAC and WACAC for academic counselors
- Attendance at NACAC National Conference for academic counselors every other year
- Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade
- Staff at least one CTE path next year (1.0 FTE)

it in 8th grade: This was completed and will continue. JCS-PV will continue to explore different CTE pathways but does not have the resources to staff a position.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Guide all students to be active participants in their education and to become lifelong learners with parental support by: • Assisting students in creating and following a Personalized Learning Plan with personal and academic goals. • Maintaining and updating the 4-year Plan to ensure graduation and achievement of post-	1. This was not completed, but will continue next year. Transcripts are reviewed each year by the counselor. 2. This was implemented and will continue for 2019-20.	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $250,000	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $86,703.50

secondary college or
career goals.

Provide Educational Units (EUs) in
home study for students to take
classes and/or purchase
curriculum/materials related to their
master agreement, assignment
and work records and
Personalized Learning Plan.

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.

As JCS-Pine Valley is finding its own identity as a school we're working to target homestudy more. Our academy has students in grades K-12 only and the number of students in grades 8 and higher relatively is small. Additionally, as a new small school we have had many budget restrictions that we're working within. We'll continue to work on dual enrollment and CTE options for our students.

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

We continue to make a greater emphasis on college and career readiness, but we still need to identify the best ways to measure growth since we're a new school and the data is difficult to gather right now.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were unsure to what extent we would have homestudy students in JCS-Pine Valley, so we overestimated our expenditures for EUs. Staffing was also based on being part of JCS last year, and some staff positions were shared across six schools.

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.

Now that JCS-PV is a stand alone school we will focus on accessing dual enrollment options and college tours that are more localized.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Health, Wellness & Safety

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. All facilities will receive a "Good" or better on the Annual Facilities Inspection using the FIT tool. 2. At least 30% of families will complete the annual parent/family surveys and of those who complete the survey 80% will report that they have used at least one of the school platforms to access information on student well-being. 3. Maintain ADA >95%: for all students, numerically significant subgroups and unduplicated students. 4. Maintain High School Dropout Rate <10% for all students, numerically significant subgroups and unduplicated students. 5. High school graduation rate will increase by 3% for all students, numerically significant subgroups and unduplicated students for continuously enrolled students (4-year cohort). 6. On a School Connectedness/Safety survey at least 80% of students, teachers and parents report positive sense of safety and school connectedness. 7. All students will have access to physical fitness courses aligned to CCSS. 8. Maintain suspension rates <3% for all students, numerically significant subgroups and unduplicated students. 9. Increase the number of 6-12 students who participate on an intramural sports team by 10%. 10. Percent of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT will increase by 3% each for grades 5, 7 and 9. 11. 30% of students identified as at risk through MTSS will make progress using benchmark data points.	1. Our annual inspection with the FIT tool rates our facilities as "Good." 2. 15 parents responded to our LCAP survey, which is 12% of the parents of our 128 students. However, since many of our students have siblings enrolled, we would estimate the response as higher. We did not survey parents to determine if they've accessed our information on student-well being. 3. We have maintained ADA >95% for all students. 4. Baseline to be established in 2019-20. 5. Baseline to be established in 2019-20. 6. This year we surveyed only students in grades 5 and 7. Of those who responded to the survey over 85% reported feeling safe and connected to their peers and teachers. 7. JCS-Pine Valley does not have a specific curriculum at this time but will be purchasing a high school curriculum for next year. 8. Our suspension rate is less than 1% for 2018-19. 9. 2019-20 will be a baseline year for JCS-PV. We host several teams. 10. JCS-Pine Valley does not have this data since we are a new school. Baseline to be established with the 2018-19 data. 11. We have not determined an MTSS process yet for identifying students who are at risk.

18-19

1. All facilities will receive a "Good" or better on the Annual Facilities Inspection using the FIT tool.

2. At least 30% of families will complete the annual parent/family surveys and of those who complete the survey 80% will report that they have used at least one of the school platforms to access information on student well-being.

3. Maintain ADA >95%: for all students, numerically significant subgroups and unduplicated students.

4. Maintain High School Dropout Rate <10% for all students, numerically significant subgroups and unduplicated students.

5. High school graduation rate will increase by 3% over baseline for all students, numerically significant subgroups and unduplicated students for continuously enrolled students (4-year cohort).

6. On a School Connectedness/Safety survey at least 80% of students, teachers and parents report positive sense of safety and school connectedness.

7. All students will have access to physical fitness courses aligned to CCSS.

8. Maintain suspension rates <3% for all students, numerically significant subgroups and unduplicated students.

9. Increase the number of 6-12 students who participate on an intramural sports team by 10%.

10. Percent of students in the HFZ for 5/6 standards or greater on PFT will be:
5th grade: 53%
7th grade: 53.8%
9th grade: 45.4%

11. 30% over baseline of students identified as at risk through MTSS will make progress using benchmark data points.

Expected	Actual
Baseline 1. All facilities are in good condition using locally-created measures. We will implement the FIT tool for 2018-19 for standardization. 2. Approximately 25% of families complete the annual surveys. 3. ADA is greater than 95% for 2016-17 and 2017-18. 4. Dropout rate for grades 9-12 for 2016-17 was 1.4%. African American dropout rate was 6.2% 5. Baseline to be established in 2018-19 with new 4-year cohort calculations. In 2016-17 there were 146 graduates, an increase of 9.7% over 2015-16. 6. On the School Connectedness/Safety survey for 2016-17 75% of students, reported a positive sense of safety and school connectedness. 7. Approximately 5% of students are currently enrolled in a physical fitness course designed by our school. The remaining 95% participate in fitness activities and sports that address CCSS physical fitness standards. 8. The overall suspension rate for 2016-17 was 0.4%. The rate was highest for African American students at 2.8%. 9. In 2017-18 _____ students participated in intramural sports, a decrease of 10. In 2016-17 the percent of students in the HFZ on 5/6 standards or higher: 5th grade: 50% 7th grade: 50.8% 9th grade: 42.4% 11. Baseline to be established in 2018-19 with the creation of our MTSS model.	

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 ongoing social-emotional learning for K-12 students and training to staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation. Ensure all facilities are safe and conducive to the learning needs of all students. Provide Health and Wellness Coordinator (.5 FTE) to: • Write a scope and sequence for Physical Education courses in grade level bands K-2, 3-5, 6-8, and 9-12. • Track and encourage greater participation in Intramural sports. • Provide resources to parents via bi-monthly newsletter on topics such as health, fitness, wellness, reducing stress/anxiety in children.	1. Staff participated in a training called Anxiety in Young People. We will continue to provide training and support to students and staff. 2. We had the county fire department complete a safety walk this year and we'll be implementing recommendations. We'll continue this action. 3. Health & Wellness Coordinator was in place this year, and we will continue to have him with us next year. The scope and sequence for the courses were written and will be implemented in 2019-20 and we'll be purchasing a high school health textbook. Many of the academies in the JCS family had intramural programs that any homestudy student can be a part of. The Health & Wellness Coordinator also pursued Hands On Only CPR training to meet new high school graduation requirements. 4. This was not accomplished and will continue in the 2019-2020 school year.	Resource 0000 1000-1999: Certificated Personnel Salaries $8,000	Resource 0000 1000-1999: Certificated Personnel Salaries $2247.59
			Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $250

Action 2

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

Provide school counselor (what FTE?) to provide consultation to staff and counseling/mental health support to all students with an emphasis on 6-12.

Provide Foster/Homeless Youth Liaison who will:
- Provide resources/training materials to all staff in the Knowledge Base to enable staff to better understand and support students dealing with trauma.
- Create and maintain in the Knowledge Base an ongoing list of community resources for parents/guardians with an emphasis on Foster/Homeless Youth, Low Income and At Risk students.

Create a Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students to ensure access to available academic and socio-emotional supports, as needed, including:
- Tutoring & academic enrichment programs
- Academic Counseling
- Positive Behavior Interventions and Supports
- Mental Health Services
- Sports and other extracurricular activities

1. The school psychologist has served this need this year. We will research the viability of hiring a school counselor next year.

2. Training was completed on Trauma Informed Practices in the fall and the related resources are available to staff in the Knowledge Base. The F/HY Liaison will partner with SDCOE to continue to add resources for families and staff.

3. All staff received training in MTSS at our first forum and at SDCOE. We need to continue to work towards building our program.

Resource 0000 1000-1999: Certificated Personnel Salaries $12,000

Resource 0000 $5126.94

Resource 0000 5800: Professional/Consulting Services And Operating Expenditures $163.62

- Career pathways

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.

We've worked really hard in the area of social/emotional growth for all students with training for staff, parents and students alike. We need to continue to put more focus on fitness and health and to put our vision for MTSS into practice.

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

Students overwhelmingly report feeling safe at school and feeling connected to everyone at school. We'll need to establish baseline data for our school for PFT to be able to measure growth. We need to communicate better with stakeholders about their responsibilities in relation to our LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

We will continue the goal with little change as we still feel this goal needs to be worked on. Our facilities are in good repair so we plan to focus more on training staff and students for emergency situations.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Our school website and parent portal hold all of our major plans, including LCAP and the LCAP summary. Both parents and staff can access the LCAP via the parent portal. Parents are provided a link in the LCAP summary to submit feedback and comments about our school.

Staff complete a survey for either the home study program or academy program annually in February (for fall semester) and June (for spring semester).

A School Site Council was established and held three meetings as an open forum for parents, staff and students to share their concerns and review progress of budget and major plans of the school (Safety Plan, LCAP, Strategic Plan, WASC)

An LCAP survey was created and sent out to all parents to complete in March and April.

A health/safety survey was sent out to students in grades 5, 7 and 9.

Impact on LCAP and Annual Update

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

We didn't receive any feedback on our LCAP via our website or parent portal, but we'll continue to keep the documents available to stakeholders there as alternate means for gathering feedback.

School Site Council meetings, parent/student surveys and parent informational meetings when changes are considered have been an ongoing process for our school to gather stakeholder input. These continue to be essential to our decision making as a school.

The feedback from the health/safety survey helped us get a sense of how safe and connected students and parents feel to staff at school, which guided some of our actions/services in goal 3 for 2019-20.

Goals, Actions, & Services

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

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

New Goal

Goal 1

Academic achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

- Improve student ability to generalize reading, writing and speaking skills across a variety of disciplines.
- Increase student ability to think mathematically, critically, and flexibly.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1: CAASPP: The percentage of students who have met/exceeded standard for both ELA and Math.	1. All students who have met/exceeded for ELA in 2017-18: 47% All students who have met/exceeded for Math in 2017-18: 29%.		1. ELA will be 49%, Math will be 31% 2. Baseline data to be established with 2018-19 data.	1: ELA will be 51%, Math will be 33%. 2: 2% over baseline 3: >75% of students being served in Tier 1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2: CAASPP: The percentage of Students with Disabilities (SwD) who have met/exceeded standard for both ELA and Math. 3: % of students being served in Tier 1 and Tier 2 who have successfully meet benchmark goals. 4. % of students in each grade 3-8 who have mastered Common Core math standards addressed on aligned benchmark assessments. 5. % of all credentialed teachers who have a CLAD certificate.	2. Baseline data to be established with 2018-19 data. 3. All Tier 1 students made significant progress on their benchmark assessments. There were no students in Tier 2. 4. On average 53% of students in grades 3-8 mastered CC math standards on benchmark assessments, but not in each grade level. 5. 100% of teachers have CLAD certification.		3. 100% of Tier 1 students showed growth on benchmark assessments. There were no students in Tier 2. 4. On average 53% of students in grades 3-8 mastered CC math standards on benchmark assessments, but not in each grade level. 5. 100%	AND Tier 2 will successfully meet benchmark goals. 4. >50% of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments. 5. 100%

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

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

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action
	1. Provide funding for coursework/assessment of current teachers to obtain CLAD certificate. 2. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered. 3. Provide coordinator (.25 FTE) for EL to identify, track and coordinate related services such as: • Coordinate designated ELD instruction for all ELs daily online and supplement oral language component with weekly groups led by a CLAD-credentialed teacher. • Coordinate training for teachers with EL students • Provide focus groups for EL parent involvement and feedback 4. Purchase online ELD curriculum.	1. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered. 2. Provide coordinator for EL to identify, track and coordinate related services such as: • Coordinate implementation of designated ELD instruction. • Coordinate training for teachers with EL students • Provide additional training to staff in relation to ELD standards/curriculum and how to implement it in conjunction with the CCSS for ELA.

Budgeted Expenditures

Amount		$5,000	$1451.61
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000

	Amount		$6000	
	Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	
	Amount		$2000	
	Budget Reference		4000-4999: Books And Supplies Resource 0000	

Action 2

Students with Disabilities Specific Student Groups: At Risk Students	All Schools

OR

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

Actions/Services

	Modified Action	Modified Action
	1. Assess students to identify those in need of Tier 1 and Tier 2 intervention. • Purchase MAP or iReady to assess all students 2-11 semi-annually to. • Continue use of K Skills Assessment to assess K students • Provide substitutes for teachers to assess students in K-8 academies 2. Purchase EasyCBM as benchmark assessment for grade 6-8 students	1. Identify students in need of Tier 1 and Tier 2 intervention: • Assess all students in grades 2-9 using MAP as a Universal Screening tool. • Continue to assess all students in grades K-1 using K Readiness Assessment and DIBELS as Universal Screening tool. 2. Explore options for implementing Tier 2 intervention with existing staff. 3. Provide ongoing professional development to SPED staff in Tier 2 and Tier 3 intervention curriculums.

| | 3. Provide 3.0 FTE for Safety Net staff (3 Intervention Teachers and 1 Intervention Coach) to:
• Implement Tier 1 and Tier 2 Intervention.
• Assess students in using DIBELS (grades 3-5) and EasyCBM (grades 6-8) as benchmark assessment.

4. Provide ongoing professional development to Safety Net and SPED staff in Tier 2 and Tier 3 intervention curriculums. | |

Budgeted Expenditures

Amount		$3495	$1562.50
Budget Reference		5000-5999: Services And Other Operating Expenditures Resource 0000	5000-5999: Services And Other Operating Expenditures Resource 0000
Amount		$46,000	$250
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000

Action 3

All		All Schools

<div align="center">OR</div>

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

Actions/Services

	New Action	Modified Action

	1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction.
	
	2. Provide Math Coach (1.0 FTE) to:
	  • continue creation of curriculum and assessments
	  • train/support K-8 teachers and home study parents
	  • track/analyze data of common assessments implemented by teachers 3 x year
	
	3. Ensure that all teachers complete years 1-2 of their Induction Program by funding the induction plan and providing continuous support through Reflective Coaches (.125 FTE per coach).
	
	4. Continue ST Math Pilot. Monitor progress on CAASPP scores as an indicator of success. Provide Chromebooks as needed to students.
	
	5. Provide EUs for home study and INSITE for access to tutoring in ELA and Math.
	
	6. Replenish Common Core Math materials, including new selections, to ensure all students are using CCSS-aligned math curriculum.
	
	7. Provide parent training on the Parent Portal, Canvas, and Summit Learning
		1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction.
		
		2. Provide Math Coach to:
		  • Monitor the use of adopted curriculum and assessments
		  • Assist in the creation of at least one workshop for home study parents on math instruction
		  • Assist teachers in analyzing data of common assessments implemented twice a year.
		
		3. Ensure that any new teachers complete years 1-2 of their Induction Program by funding the induction plan and providing continuous support through Reflective Coaches (.125 FTE per coach).
		
		4. Continue ST Math with K-5 homestudy students as a daily resource . Monitor progress on CAASPP scores as an indicator of success.
		
		5. Replenish Common Core Math materials, including new selections, to ensure all students are using CCSS-aligned math curriculum.
		
		6. Provide parent training in Canvas and the Portal to increase parent access to resources, assignments, and scores to support student learning at home.

	platforms each semester to increase parent access to resources, assignments, and scores to support student learning at home.	

Budgeted Expenditures

Amount		$38,000	$2000
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000
Amount		$29,000	$5200
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount		$3000	$3000
Budget Reference		5000-5999: Services And Other Operating Expenditures Resource 0000	5000-5999: Services And Other Operating Expenditures Resource 0000
Amount		$12,000	$5000
Budget Reference		4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000

Action 4

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

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

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

Students with Disabilities	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1. Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services. 2. Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to: • Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) • Response to Intervention • Instructional strategies • Serving students in independent study • Performance Indicator Process

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$250
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Resource 0000

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

Goal 2

College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Creating lifelong learners

Identified Need:

- Promote college & career readiness skills.
- Increase the number of students who are a-g ready.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1: % students successfully completing "a-g" requirements. 2: % of 8th grade students taking PSAT, establishing a College	1. Baseline to be established with 2018-19 data. 2. 100%		1. Baseline to be established with 2018-19 data. 2. 100%	1. 2% increase over 2018-19. 2. 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Board account, and receiving a personalized SAT preparation plan through Khan Academy. 3: % of high school students successfully completing a Dual Enrollment semester course. 4. % of 11th grade students Conditionally Ready or Ready for college in ELA and Math on the Early Assessment Program. 5. % of graduates considered "Prepared" for college/career on the LCFF indicator. 6. % 9th grade students enrolled in Transitional Math with >70%. 7. % students with Personalized Learning Plan.	3. Baseline to be established with 2019-20 data. 4. Baseline to be established with 2018-19 data. 5. Baseline to be established with 2018-19 data. 6. 50% 7. 0%		3. Baseline to be established with 2019-20 data. 4. Baseline to be established with 2018-19 data. 5. Baseline to be established with 2018-19 data. 6. 50% 7. 0%	3. Baseline to be established with 2019-20 data. 4. 2% increase over 2018-19. 5. 2% increase over 2018-19. 6. 100% 7. 50%

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

Specific Student Groups: Grades 8 and higher	All Schools

OR

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

Actions/Services

	New Action	Modified Action
	Provide 2 high school counselors (2.0 FTE) to create curriculum and assessments, offer high school guidance, and coordinate other supports and services for college/career readiness to include: • Providing the College Readiness class at one academy and researching a comparable online course to expand the availability • Identifying possible Dual Enrollment options • Organizing school-sponsored tours with transportation to local colleges and college fairs • Creating a college & career webpage on the JCS site • Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan • Identifying CTE pathways and available courses/curriculum	1. Fund services to support college/career readiness in grades 8 and higher: • Materials/online subscriptions for a-g • Seek out ways to offer various pathways for CTE completion • Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade • Attend conference to learn more about Dual Enrollment opportunities for meeting a-g requirements 2. Contract with high school counselor to create curriculum and assessments, offer high school guidance, and coordinate other supports and services for college/career readiness including: • Assist in maintaining and updating the 4-year Plan to ensure graduation and achievement of post-secondary college or career goals. • Identifying possible Dual Enrollment options both online

Fund services to support college/career readiness in grades 8 and higher:
- Materials for Dual Enrollment courses
- Materials/online subscriptions for College Readiness courses
- Materials/online subscriptions for a-g CTE curriculum
- Stipend for support staff to help build the counseling website
- Membership to NACAC and WACAC for academic counselors
- Attendance at NACAC National Conference for academic counselors every other year
- Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade
- Staff at least one CTE path next year (1.0 FTE)

within the network of JCS Schools and also locally.
- Assisting in school-sponsored tours with transportation to local colleges and college fairs.
- Maintaining a college & career webpage on the JCS site
- Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan.
- Work with teachers in Identifying a CTE pathway and available courses/curriculum.

3. Encourage community college enrollment by having a flexible high school schedule in the academy program.

Budgeted Expenditures

Amount		$87,000	$5396.64
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount		$12,350	$3000
Budget Reference		4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000

Amount		$1000	$1000
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000
Amount		$5500	$3000
Budget Reference		5000-5999: Services And Other Operating Expenditures Resource 0000	5000-5999: Services And Other Operating Expenditures Resource 0000

Action 2

All		All Schools

OR

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

Actions/Services

	New Action	Unchanged Action
	Guide all students to be active participants in their education and to become lifelong learners with parental support by: • Assisting students in creating and following a Personalized Learning Plan with personal and academic goals. • Maintaining and updating the 4-year Plan to ensure graduation and achievement of post-secondary college or career goals. Provide Educational Units (EUs) in home study for students to take classes and/or	1. Guide all students to be active participants in their education and to become self-directed lifelong learners with parental support by: • Assisting students in creating and following a Personalized Learning Plan with personal and academic goals. • Providing Educational Units (EUs) in home study for students to take classes and/or purchase curriculum/materials related to their master agreement,

	purchase curriculum/materials related to their master agreement, assignment and work records and Personalized Learning Plan.	assignment and work records and Personalized Learning Plan.

Budgeted Expenditures

Amount		$250,000	$90,000
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000

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

Goal 3

Health, Wellness & Safety

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- Promote a well-balanced, healthy lifestyle.
- Create a safe environment to promote student engagement and achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. % of families completing the annual parent/family surveys.	1. Approximately 20% of families completed the annual surveys.		1. Approximately 20% of families completed the annual surveys.	1. 25% 2. >85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. % of students responding positively on a School Connectedness/Safety survey. 3. % of students with access to physical fitness courses aligned to CCSS. 4. % of grade 6-12 students participating on an intramural sports team. 5. % of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT. 6. % of students identified as at risk through MTSS making progress using benchmark data points. 7. Maintain high school dropout rate for all students, numerically significant subgroups and unduplicated students. (<10%) 8. High school graduation rate for all students, numerically	2. On a School Connectedness/Safety survey 85% of students reported a positive sense of safety and school connectedness. 3. We do not currently have a physical fitness curriculum. We have established a scope and sequence for all grades bands for physical fitness courses. 4. Baseline to be established in 2019-20. 5. Baseline for HFZ to be established with 2018-19 PFT scores. 6. Baseline to be established in 2019-20. 7. Baseline to be established in 2019-20. 8. Baseline to be established in 2019-20.		2. On a School Connectedness/Safety survey 85% of students reported a positive sense of safety and school connectedness. 3. We do not currently have a physical fitness curriculum. We have established a scope and sequence for all grades bands for physical fitness courses. 4. Baseline to be established in 2019-20. 5. Baseline for HFZ to be established with 2018-19 PFT scores. 6. Baseline to be established in 2019-20. 7. Baseline to be established in 2019-20. (<10%) 8. Baseline to be established in 2019-20	3. 100% 4. Baseline to be established in 2019-20. 5. 2% over baseline. 6. Baseline to be established in 2019-20. 7. Baseline to be established in 2019-20. (<10%) 8. Baseline to be established in 2019-20.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
significant subgroups and unduplicated students for continuously enrolled students (4-year cohort).				

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

All	All Schools Specific Grade Spans: 9-12

OR

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

Actions/Services

	New Action	Modified Action
	Provide ongoing social-emotional learning for K-12 students and training to staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation. Ensure all facilities are safe and conducive to the learning needs of all students. Provide Health and Wellness Coordinator (.5 FTE) to: • Write a scope and sequence for Physical Education courses in	1. Provide ongoing social-emotional learning for K-12 students and training to staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation. 2. Ensure a safe and conducive learning environment for all students by: • Providing Active Shooter Training for all staff • Implementing recommendations made by county fire department
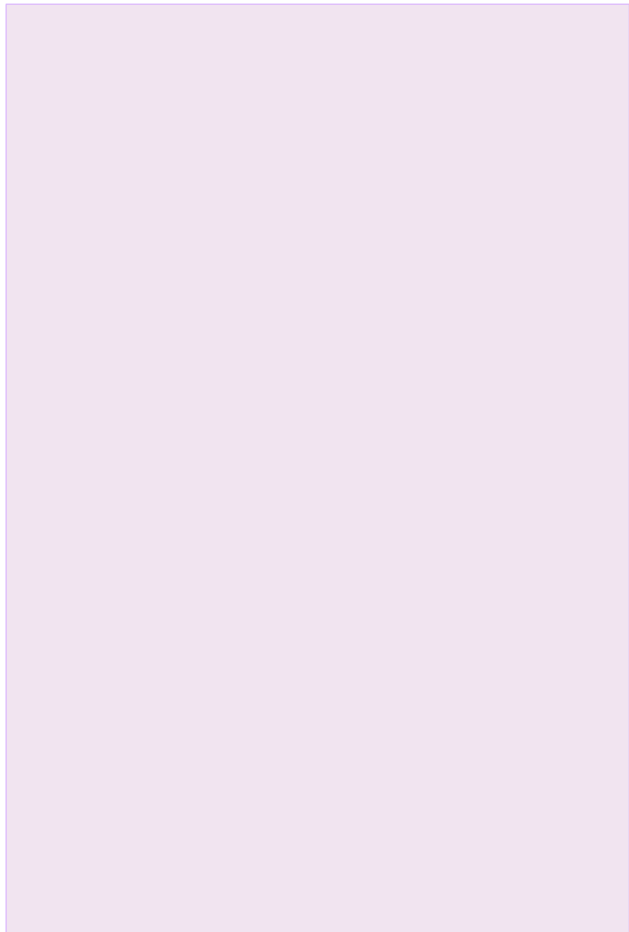
	grade level bands K-2, 3-5, 6-8, and 9-12. • Track and encourage greater participation in Intramural sports. • Provide resources to parents via bi-monthly newsletter on topics such as health, fitness, wellness, reducing stress/anxiety in children.	3. Contract with Health and Wellness Coordinator to: • Oversee Physical Education courses in both home study and academy. • Oversee Fitnessgram testing and reporting. • Organize, promote and oversee the sports program. • Track and encourage greater participation in sports. • Revise the health course and participate in the California Healthy Youth Act team • Provide Hands Only CPR training for all high school seniors to meet graduation requirements. 4. Purchase high school health and fitness textbooks. 5. Implement a free and reduced meal program designed to serve all students a healthy breakfast.

Budgeted Expenditures

Amount		$8,000	$2500
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000

Amount		$2247.59
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000
Amount		$3500
Budget Reference		4000-4999: Books And Supplies Resource 0000
Amount		$8000
Budget Reference		5000-5999: Services And Other Operating Expenditures Resource 0000

Action 2

[Add Students to be Served selection here]	All Schools Specific Grade Spans: 9-12 [Add Location(s) selection here]

OR

Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Provide school counselor (what FTE?) to provide consultation to staff and counseling/mental health support to all students with an emphasis on 6-12. Provide Foster/Homeless Youth Liaison who will:	1. Explore viable options for a school counselor to provide consultation to staff and counseling/mental health support to all students with an emphasis on 6-8. 2. Provide Foster/Homeless Youth Liaison who will:

	• Provide resources/training materials to all staff in the Knowledge Base to enable staff to better understand and support students dealing with trauma. • Create and maintain in the Knowledge Base an ongoing list of community resources for parents/guardians with an emphasis on Foster/Homeless Youth, Low Income and At Risk students. Create a Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students to ensure access to available academic and socio-emotional supports, as needed, including: • Tutoring & academic enrichment programs • Academic Counseling • Positive Behavior Interventions and Supports • Mental Health Services • Sports and other extracurricular activities • Career pathways	• Identify and support F/HY and provide resources/training to all staff as needed. • Maintain in the Knowledge Base an ongoing list of community resources for parents/guardians with an emphasis on Foster/Homeless Youth, Low Income and At Risk students. 3. Create a Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students to ensure access to available academic and socio- emotional supports, as needed, including: • Tutoring & academic enrichment programs • Academic Counseling • Positive Behavior Interventions and Supports • Mental Health Services • Sports and other extracurricular activities • Career pathways

Budgeted Expenditures

Amount		$12,000	$1451.61
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$90,804	7.84%

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).

2019-20 we'll focus on:

1. Providing additional training to staff in relation to ELD standards/curriculum and how to implement it in conjunction with the CCSS for ELA.
2. Ensuring teachers understand the process to communicate concerns about EL and F/HY when they identify a need.
3. Create a free and reduced meal program to provide all students access to a healthy breakfast at little or no cost.

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$

Percentage to Increase or Improve Services

%

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

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

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

        (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

        (2) The number of students who meet the enrollment requirements.

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

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

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

        (2) The total number of cohort members.

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

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

        (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

        (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

        (B) The number of students in the DASS graduation cohort.

        (C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

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

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

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

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

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

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

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	520,345.00	119,139.84	0.00	520,345.00	138,809.95	659,154.95
	520,345.00	119,139.84	0.00	520,345.00	138,809.95	659,154.95

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	520,345.00	119,139.84	0.00	520,345.00	138,809.95	659,154.95
	0.00	5,126.94	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	188,000.00	13,966.24	0.00	188,000.00	15,747.45	203,747.45
4000-4999: Books And Supplies	26,350.00	4,610.15	0.00	26,350.00	11,500.00	37,850.00
5000-5999: Services And Other Operating Expenditures	11,995.00	5,796.79	0.00	11,995.00	15,562.50	27,557.50
5800: Professional/Consulting Services And Operating Expenditures	294,000.00	89,639.72	0.00	294,000.00	96,000.00	390,000.00

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

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	520,345.00	119,139.84	0.00	520,345.00	138,809.95	659,154.95
		0.00	5,126.94	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		188,000.00	13,966.24	0.00	188,000.00	15,747.45	203,747.45
4000-4999: Books And Supplies		26,350.00	4,610.15	0.00	26,350.00	11,500.00	37,850.00
5000-5999: Services And Other Operating Expenditures		11,995.00	5,796.79	0.00	11,995.00	15,562.50	27,557.50
5800: Professional/Consulting Services And Operating Expenditures		294,000.00	89,639.72	0.00	294,000.00	96,000.00	390,000.00

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

						Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	144,495.00	12,626.97	0.00	144,495.00	18,714.11	163,209.11
Goal 2	355,850.00	98,724.72	0.00	355,850.00	102,396.64	458,246.64
Goal 3	20,000.00	7,788.15	0.00	20,000.00	17,699.20	37,699.20

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