

LCAP Year 2017–18 2018–19 X 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

John Adams Academy - Roseville

Contact Name
and Title

Heather Brown, Headmaster

Email and
Phone

Heather.brown@johnadamsacademy.org
(916) 780-6800

2017-20 Plan Summary

THE STORY

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

John Adams Academy is guided by the mission of restoring America's heritage by developing servant leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor. The Academy looks to its most recent charter as the primary outline to meet its primary objectives and goals for the education of all learners. The charter states "Leadership education trains thinkers, leaders, inventors, citizens, entrepreneurs and statesman. It educates individuals "how to think" and teaches them why it is important. To meet these goals, the academy is committed to rigorous professional development of its staff, fiscal responsibility and fidelity to the aims of the Board of Trustees. The academy serves over 1400 TK-12 scholars in its Roseville facility and also has campuses in the communities of Lincoln, California and El Dorado Hills, California. As a school of choice, John Adams Academy - Roseville serves scholars from seven surrounding counties and has firmly integrated itself into the fabric of the Roseville community. Of our average enrollment of 1400 scholars, 30% report as socio-economically disadvantaged and 10% as English Language Learners, less than 0.2% are foster youth. The most common non English languages spoken are Spanish, Russian and Ukrainian. The Academy is recognized as highly rigorous educational opportunity for all learners and a school environment that promotes civic responsibility.

LCAP HIGHLIGHTS

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

Through analysis of progress on the prior year's LCAP goals and input from stakeholders, three goals have been identified for focus over the next 3 years. The goals are aligned with the John Adams Academy charter.

LCAP Goal #1- Evaluate, implement, and monitor curricular programs to ensure alignment to Academy expectations and state standards.

- Curriculum mapping for all grades
- CCSS training and Classical Education trainings
- Professional Development, "Using State Standards as a base for Classical Instruction"
- Development of Professional Learning Communities
- Parent Resource nights

Goal #2- JAA will increase growth in literacy of all scholars on benchmark tests and SBAC ELA assessments.

- Provide funding for professional development in literacy methodologies. Piloting of Core Knowledge Language Arts Curriculum with emphasis on English Language Development skills for scholars in grades K-2.
- Provide funding for instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities
- i-Ready Diagnostic Assessment, instruction and data analysis
- Guided reading intervention teacher at Elementary and ELA intervention teacher for Secondary
- PARC professional development

Goal #3- JAA will increase math proficiency of all scholars on benchmark tests and SBAC math assessments.

- Provide funding for professional development in mathematics methodologies
- Provide funding for instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities
- i-Ready Diagnostic Assessment, instruction and data analysis
- 2.0 FTE math intervention teachers allocated to provide intervention services

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA proudest 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.

As an organization, we are very proud of the success our scholars and are extremely proud of the environment of respect and tolerance that our scholars have created. Through scholar character development programs such as “Make it Happen” and our school’s yearly theme “The Beauty in Simplicity” and the Secondary Leadership program, the Academy has been able to focus on its mission and values, retaining its small school feel during a continuing period of rapid growth. Community events such as the Revolution Run and a Veteran’s Day Assembly, have continued to further the Academy’s integration into the surrounding community, creating mentoring and service opportunities for our scholars. Music, Art, Drama and Athletic programs continue to excel with events such as the Arts Festival and the Holiday Arts Program being key events in the Academy calendar. As members of the California Interscholastic Federation, Sac-Joaquin Section, North Pacific Athletics Conference League our scholar athletes participate in post-season playoffs and take advantage of opportunities for grants and scholarships. Mentoring relationships between the secondary and elementary scholars, as well as partnerships with community members, continues to be a unique part of the John Adams Academy classical servant leadership education. The mentor program helps scholars discover their “special excellence” by allowing them to be exposed to a variety of disciplines that move them from exploration to a more specific understanding of their individual gifts, talents and passions. Facilities continue to be a hallmark of the institution, serving to inspire and uplift by providing an optimal environment for learning. Additionally, the construction of a 12,000 square foot Athletics and Performance Arts Center, completed in October of 2018 has added additional classroom space along with facilities that will allow sports and arts performances to be conducted on campus. By innovating internal practices and maximizing resources, the academy has struck a balance between resource management and the abundance mentality to maintain beautiful surroundings.

While standardized test scores in mathematics have decreased in the latest reported dashboard in all populations, preliminary CAASPP data shows that we did achieve more than 2% growth over the previous year. we remain committed to putting classroom supports and resources in place to raise the scores for the current year. Suspension rates have increased slightly and graduation rates have increased by 15%. Even though there was an overall score of “Maintained” reported on the dashboard for ELA scores, gains were made in the populations that include EL learners and Socio-economic disadvantaged scholars Preliminary CAASPP data also shows significant gains over the previous year.. PSAT and SAT data continue to indicate

GREATEST PROGRESS

that our Academy consistently scores above the State mean in all categories for grades 7 through 11.

Through a multi-tiered system of support, scholars benefit from the positive behavior influence of the core value and leadership programming. Specialized programs such as Scholar Services, reading and math intervention, along with the addition of a School psychologist and maintaining funding for a third school counsellor continue to focus our outcomes on serving all learners. Teachers benefit from comprehensive professional development consisting of (5) five professional development days prior to the academic year, (3) three days during the year and a ½ day each week. Training consists of technical aspects of curriculum, instruction, scholar engagement, scope and sequence while a large amount of time is provided for grade level articulation and departmental meetings. In order to support the professional growth of our teachers, specialized trainers have been brought in to allow for targeted development with an emphasis on mathematics and literacy.

The Academy provides information and resources via the Academy website, Aeries student information system, and its Academy-wide communication tool, ParentSquare. The Academy enjoys a close association with its Parent Service Organization (PSO), which continues to be a driving catalyst in the implementation and modeling of the John Adams Academy servant leadership education.

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

A review of the LCFF Evaluation Rubrics and summative and formative assessment data indicate declines in 3-8 English Language Arts according to the latest available dashboard data. Scores show a continued need for improvement in ELA instructional best practices and curriculum offerings across all grade levels. A reading intervention teacher is planned at the secondary level to provide intensive remediation while allowing for grade level appropriate content. We will also be piloting the Core Knowledge Language Arts curriculum in grades K-2, with emphasis placed on the wrap-around English Language Development supports that directly correlate with the curriculum and directly target English Language development skills for English Language Learners.

GREATEST NEEDS

LCFF Evaluation Rubrics in relation to suspension rates demonstrate a continued need to improve the learning environment for student’s social-emotional instruction and to increase student’s ability to navigate social and emotional challenges with the ultimate goal of increasing the time spent in class, especially within the Students with Disabilities group. As indicated in the California School Dashboard, we continue to maintain an overall low suspension rate of 2.0% (0.3% increase over previously reported data), but are committed to continued improvement. Scholars who are within the Socioeconomically Disadvantaged classification, English Language learners, and Hispanic scholars were identified by the Dashboard as being in the orange level of performance for suspensions. We plan to address suspension

rates with the implementation of a multi-tier system of supports to provide both academic and Social Emotional needs of the scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

According to the LCFF Evaluation Rubrics, math scores declined across all population groups. Continued growth and support is needed for all populations identified to be in the “Orange” range, specifically English Language Learners, Hispanic, socioeconomically disadvantaged and students with disabilities.

To address this gap, John Adams Academy will:

- Provide continued staff training to support and assist with the implementation of strategies and best practices in mathematics instruction. LCAP Goal 3; Action/Service 3.1, 3.2
- Hire a math intervention specialist at both the elementary and secondary levels to provide support in a pull-out and push-in model as needed

According to the LCFF Evaluation Rubrics, the following performance gaps are identified for student subgroups: 3-8 English Language Arts: English Language Learners, Students with Socio-Economic Disadvantages, Students with Disabilities, Hispanic and White were all identified to be in the “yellow” or “orange” range, which is 1 - 2 levels below the general student population for English Language Arts Achievement.

To address this gap, John Adams includes the following actions and services:

- Provide staff to support and assist with the implementation of curriculum strategies that will improve the learning environment for students while supporting social emotional growth and increase student engagement and achievement. LCAP Goal 2; Action/Service 2.6.
- The Academy created an English Intervention class for scholars who continue to perform below grade level. A writing coach was hired and we will add a reading intervention teacher at the secondary level to compliment the elementary ELA intervention teacher.
- Core Knowledge Language Arts will be piloted in grades K-2 with emphasis placed on the English Language Development skills to support English Learners

PERFORMANCE GAPS

- Implement programs and initiatives that support a safe and positive school climate. LCAP Goal 2; Action/Service 2.7

INCREASED OR IMPROVED SERVICES

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

To meet the needs of our English Language Learners as identified by the LCFF Evaluation Rubrics and staff feedback, the most significant ways that John Adams Academy will meet these needs is through the following action items:

- Provide certificated services and program support to English Language Learners through a multi-tiered system of support. Maintaining a full time English Language Development teacher to provide assessment, intervention, curriculum supports, community outreach and teacher coaching. LCAP Goal 2; Action /Service 2.8, LCAP 3 Goal; Action /Service 3.8
- Staff supports to identify achievement gaps for students and provide appropriate curriculum, interventions and assessments. LCAP Goal 2; Action/Service 2.9, LCAP 3 Goal; Action /Service 3.9
- Targeted instructional support in the classroom implemented by instructional aides with designated time to work directly with English Language Learners. LCAP Goal 2; Action /Service 2.8, LCAP Goal 3; Action /Service 3.8

To meet the needs of our Low Income students as identified by the LCFF Evaluation Rubrics and staff feedback, the most significant ways that John Adams Academy will meet this population’s needs is through the following action items:

- Provide staff to support and assist with the continued use of strategies that will improve the learning environment for students, support social emotional growth and increase student engagement and achievement. LCAP Goal 2, 3; Action/Service 2.6, 3.6

Though numbers for Foster Youth are not statically significant, John Adams Academy will continue to meet their needs by providing a multi-tiered system of support and a combination of 1:1 support and access to social emotional resources both at school and in the extended community.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 14,718,426
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 7,756,552

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

Current LCAP does not contain items associated to:
 Facilities, maintenance, utilities and other occupancy costs
 Special Ed - SPED will be affected but costs not directly included in the LCAP
 Support services and Oversight - Nonprofit Services Division (NSD)
 Other Overhead - Insurance, telecom, etc..

\$ 12,908,985	Total Projected LCFF Revenues for LCAP Year
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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	Evaluate, implement, and monitor curricular programs to ensure alignment to Academy expectations and state standards.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Evaluation and monitoring of all curricular programs to ensure all implementation aligns to John Adams Academy expectations and state standards.

1. Maintained Curriculum Trak software for all grade levels to ensure standards mapping.
2. Classical trainings and CCSS training conducted regularly.
3. Professional development with focus on aligning CCSS standards with classical curriculum.
4. Establish and maintain Professional Learning Communities with specific direction related to CCSS standards.
5. Classical curriculum professional development identified and implemented for faculty and administration.
6. Additional resources provided for parents at resource nights and survey implementation.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

1. Curriculum mapping for all grades
2. CCSS training and classical training
3. Professional Development, "Using State standards as a base for Classical Instruction"
4. Development of Professional Learning Communities
5. Classical "U" for leadership and Teachers
6. Parent resource nights
7. Instructional support and materials to address the needs of Scholars through a multi-tiered System of support
8. High quality standards based instruction

ACTUAL

1. Maintained Curriculum Trak software for all grade levels. Specific time allocated for lead teachers to record all lesson plans, curriculum, resources and pedagogy and map to CCSS standards at each grade level. August professional development held to train on use of the software for all faculty. Regular monitoring of progress by administration of progress at each academic level.
2. CCSS trainings occurs at weekly grade level meetings and monthly staff meetings and is driven by data gathered from benchmark testing, including results from iReady to target special populations and areas of identified need. Dedicated classical training for all faculty held in August, October and January specifically targeting classical education and meeting CCSS standards. Ongoing monthly faculty classical text readings and discussion. Faculty participated in corporate reading and discussion of classical texts for summer and fall professional development.
3. Ongoing professional development discussions and training targeting state standards and alignment of classical curriculum to those standards. Use of Curriculum Trak as collection point for data related to mapping and tracking of standards, comprehensive implementation of all standards and identification of curriculum gaps in relation to state standards.
4. Weekly grade level PLC meetings (elementary) and bi-weekly department PLC meetings (secondary). Creation of monthly PLC meetings comprised of multiple grade levels with specific readings, agendas, review of data, discussion of CCSS standards and mapping to John Adams Academy Classical curriculum.
5. Leadership participated in and reviewed Classical U curriculum as an option for classical training for all faculty and concluded that it did not meet the needs of the Academy at the current time. This has been discontinued as of the 2018-19 school year. Additional training options have been identified as more valuable.

Expenditures

	<ol style="list-style-type: none"> 6. Stakeholders participated in engagement/satisfaction survey in late fall. Required parent orientation/resource meetings held prior to start of school. Three additional parent resource nights held in August, January and April. 7. Research and exploration of the MTSS frameworks to provide both academic and social emotional education and supports for at-risk scholars. 8. High quality standards based instruction and teacher supports to ensure quality first instruction.
<p>BUDGETED 5,150,637</p>	<p>ESTIMATED ACTUAL 5,177,047</p>

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.

With the purchase and implementation of Curriculum Trak, our faculty and administration has continued to map curriculum across grade levels and all subject matters to ensure vertical articulation, alignment with CCSS, cross-curriculum connections which support a classical education model, and identify areas where additional curriculum supports are required for both students and faculty. Analysis of data from Curriculum Trak and iReady benchmark test results allows for increased supports and targeted instruction to all scholars including special populations. Mapping also has enabled us to identify areas of focus for PLC's and grade level trainings. Faculty did find it difficult to find time to map all curriculum in detail on the Curriculum Trak program and additional time will be needed in the future to ensure use of Curriculum Trak is effective and reflective of all implemented curriculum. Intensive training prior to the start of school in Classical Education and alignment with CCSS standards provided introduction to new staff and ongoing development for returning faculty. Guest speakers were brought in throughout the school year to continue training and development of teaching staff in classical education and alignment to standards. Using our already established PLC and grade level teams, we increased expectation for effective use of meeting time. Administration attended meetings on a monthly basis to provide direction and support as teams mapped curriculum, discussed assessment data, planned lessons to target special populations and areas of need and address general concerns and issues. At the secondary school, cross-grade level PLC's (named Juntos) were created and ongoing support from administration through specific classical readings and discussions were launched. Classical U was implemented on a pilot basis for administrative staff, and it was determined that additional training platforms and opportunities would better serve our faculty in their growth as classical educators and in implementation of CCSS standards. Additional options were identified and preliminarily implemented with additional opportunities planned for upcoming offerings.

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

The mapping of curriculum in Curriculum Trak was effective in identifying areas of success and growth in our current curriculum. Specific mapping to CCSS standards allowed us to strategically address any gaps. Through the mapping process and analysis of benchmark data and the California Dashboard data specific to standards, it was determined that a change in ELA curriculum would be beneficial for the elementary program. This curriculum was implemented in grades 3-6 in the fall of 2018 with ongoing training and supports throughout the year. Ongoing training in CCSS and Classical education provided teachers with a foundation in classical education, but additional training and resources have been identified and are needed to meet this goal. Parent engagement and resources have improved, but additional time and resources are needed in this area to fully meet the goal and engage parents across all populations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Training and personnel costs were higher than anticipated.

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 have changed our direction in regards to professional development through the use of Classical U. Although it provides a strong classical foundation for teachers, there are many areas in which it does not best address the needs of our faculty and academy. We will be focusing on additional training platforms and bringing in trainers who can specifically address our needs and ensure that trainings are aligned with CCSS standards for all grade levels. Goal 1, Action 5

Goal 2

JAA will increase growth in literacy of all scholars on benchmark tests and SBAC ELA assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

John Adams Academy will increase grade level proficiency in literacy to access CCSS curriculum and instruction.

ACTUAL

- Maintained iReady Diagnostic Assessment Program, provided training for teachers

- Purchased additional iReady licenses for scholars performing below level
- Purchased additional Chromebooks to allow for access to the assessment programs
- Maintained Intervention Specialist to work with scholars in Tier 2 language interventions
- Ongoing training for reading assessments and guided reading
- PARC professional development provided to teachers
- Maintained instructional aides to assist with leveled reading groups and provide support to special populations
- Purchased additional leveled reading books to increase titles available for targeted reading intervention
- Added reading intervention class for scholars who continue to perform below grade level
- PD for secondary on Writing, reading, and discussing (speaking and listening)

ACTIONS / SERVICES

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

Action

1

Actions/Services

1. Provide funding for professional development in literacy methodologies
 - a. i-Ready Diagnostic Assessment Program
 - b. Guided reading consultant
 - c. Intervention Specialist
 - d. PARC professional development
 2. Intentional PLC time to implement CCSS aligned reading program to address needs of all scholars including those that are EL and below grade level.
 - a. Core Knowledge Language Arts Program
 - b. Guided Reading for all elementary grades
 3. Funding for intervention materials and instructional coaching for all staff.
 4. Piloting of Core Knowledge Language Arts curriculum with dedicated ELD supports in grades K-2
 5. Funding for instructional aides to support targeted scholars
 6. Training and supports to improve Social Emotional growth and increase student engagement and achievement
 7. Initiatives that support positive school climate and safety
 8. Certificated programs and supports to English Learners
- 1a.** i-Ready Diagnostic Assessment program was re-purchased for scholars in grades 1-11. Along with training, this program continues to allow teachers to create an individualized learning plan unique to each scholar. This information was utilized to create small groups for differentiated instruction.
 - 1b.** Continued professional development with an emphasis on guided leveled reading and reading comprehension using newly adopted ELA curriculum
 - 1c.** An intervention specialist was maintained to service K-6 scholars in Tier 2 interventions.
 - 1d.** Teachers were provided the opportunity to attend PARC professional development throughout the year at no cost to them.
 - 2a.** Piloting of Core Knowledge Language Arts in grades K-2 with emphasis placed on the wrap-around curricular supports for English Learners.
 - 2b.** Continued guided reading and running record training to teachers in ongoing professional development with an emphasis on data driven instruction.
 - 3.** Funding provided for additional intervention specialists for tier 1 interventions, targeting scholars who continue to perform below grade level
 - 4.** Included in action 2
 - 5.** Funding maintained for targeted interventions for instructional support in tier 2 interventions
 - 6.** Counselors and school psychologist on staff to provide support services
 - 7.** Positive school climate and safety programs including make it happen and scholar government
 - 8.** Full-time ELD teacher to provide targeted interventions and supports for English Learners

Expenditures

	BUDGETED	ESTIMATED ACTUAL
	1,336,019	1,364,523

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.

Based on the results of the CAASPP Proficiency Data for the latest reportable year, the goal of increasing ELA scores in all scholars categories was not met. There were gains in several scholar groups including a 6.7 point gain in English Learners, and a 20.7 point gain in Socioeconomically Disadvantaged scholars. There was a overall net decrease in scores for Scholars with disabilities. The scores maintained for the scholars in the categories of Hispanic and White.

The actions/services designed to meet Goal 2 all contribute to the overall progress toward our LCAP goals.

Specific actions/services that were successful in progress toward Goal # 2:

1. *Professional development:* The focus of our professional development activities held on staff development days, site staff meetings and after school sessions have contributed greatly to the ability of teachers and support staff to recognize and address the learning needs of scholars in ELA. This is evidenced by an increase in requests for and participation in professional development opportunities related to supporting scholars in ELA strategies, specifically running records, data driven instruction and guided reading.
2. *Implementing a reading program to address needs of all scholars:* Although employing the Core Knowledge Language Arts program in K-2rd grade gave teachers some resources in teaching ELA, it fell short in areas of advanced phonemic awareness, reading comprehension and vocabulary development. In light of this feedback, we are currently reviewing alternate CCSS aligned ELA programs to pilot in the 2019 - 2020 school year, with anticipated adoption the following year. The use of small group guided reading was effective, and allowed teachers to target interventions to specific groups of scholars in areas of fluency, reading comprehension, vocabulary, and phonics. This is evidenced by overall teacher satisfaction and continued reading growth in students.
3. *Aligning the K-3 report card to reflect standards:* Aligning the report card in K-3 permitted teachers to accurately track and communicate progress toward mastery of all students in ELA standards.
4. *Provide funding for instructional aides in all grades TK-6:* Funding was maintained for instructional aides, however, data showed that the aides would be better utilized if they were flexible in the daily assignments to target the scholars with the highest needs including, English Language learners, Socioeconomically disadvantaged, and free-reduced scholars.

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

Specific actions/services that were challenges in progress toward goal #2

1. *The implementation of i-Ready Diagnostic testing* continues to be both a benefit and a challenge for staff and students. Teachers are getting used to the assessment platform and initial training was given to elementary teachers to direct instruction based on data received. There was a “data dive” day for grade levels to discuss their specific data and set goals for improvement. Improvements are being made on specific instruction of basic computing and keyboarding by technological support staff. The program does however allow teachers to create individualized learning plan which helped create small groups for differentiated instruction as well as to drive instructional planning and supports.
2. *Maintaining an intervention specialist to work with scholars performing below grade level:* Overall, the intervention specialist made great gains with the scholars that continue to perform below grade level and who were referred. The ability to work one-on-one or with small groups of students allowed for specific intervention

strategies to be utilized. The number of students that were referred for service continues to be overwhelming. It has been difficult for the teacher to plan effective interventions with the large number of students that she has. There was also little time for the intervention teacher to coach teachers on best practices.

3. There will need to be more time spent aligning John Adams Classical ELA curriculum to use CCSS as a base for learning. The Academy has also identified a need to build in the specific capacity to review all relevant data and continue to drive instruction. John Adams Academy has provided, and will continue to provide, training in best practices, and aligned the K-3 report card to reflect learning targets and give staff more in-depth training on data analysis.

Actual costs have exceeded budgeted expenditures. This is due primarily to an underestimation of the cost of the i-ready program, and trainings provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As part of the continued analysis of Goal #2, the following changes will be made and are reflected in the upcoming 2019-2020 Goal #2 and Actions and Services 2.1-2.6

Allocate additional funding and training for both teachers and administration in using i-Ready Data to guide instruction and supports.

Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed with grade level teams.

Provide intentional PLC time monthly to ensure alignment of continuum of ELA curriculum in cross grade level team meetings.

Funding was allocated for a English Language Development Teacher to provide targeted instruction and supports for EL scholars.

Review of alternate CCSS aligned ELA programs for K - 2nd to pilot in the 2019 - 2020 school year, with anticipated adoption the following year.

Provide additional professional development in effective first instruction of ELA across all grade levels with a focus on vocabulary development and reading comprehension.

Provide professional development for the implementation of newly adopted ELA curriculum grades 3 - 6.

Maintain funding for instructional aides for each grade level 1-6 allowing for the flexibility in assignments. TK, Kindergarten and sixth grade will continue with full-time aides.

Goal 3

JAA will increase math proficiency of all scholars on benchmark tests and SBAC math assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Provide funding for professional development in mathematics methodologies.
2. Provide funding for instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities.
3. Addition of classes for incoming 7th & 9th grade scholars not meeting grade level benchmarks to include 7th grade math block and dedicated math lab to 9th grade pre-algebra scholars
4. Additional math offerings to allow for alternative pathway and enrichment in mathematics courses.
 - a) Statistics Course
 - b) Honors Geometry Course

ACTUAL

1. Singapore Math Specialists were brought on campus for year 2 of adopted elementary math curriculum at onset of year. Additionally, secondary teachers were trained in the fundamentals of Singapore Math with the intent of expanding Singapore Math to additional grade levels in the future. Elementary Administration and Director of Curriculum attended intensive, off-site Singapore Math trainings.
2. Addition of instructional aides in elementary classrooms to support needs of all scholars. Monthly instructional aide trainings held to address multiple areas of scholar support including EL, differentiated instruction, effective behavior management and organization.
3. Continued Purchase and use of i-Ready Diagnostic Assessment Program to target scholars that measure below grade level on interim assessments benchmarks throughout the year. The data driven assessments allow for proper math placements and guided intervention within the i-Ready program.

- | | |
|--|---|
| | 4. Offered additional math classes to include Statistics and Honors Geometry as well as a math intervention and math block in the secondary grades. |
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ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none">1. Provide funding for professional development in mathematics methodologies and math manipulatives for implementation of program.2. Provide funding for instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities.3. Training and assistance for administrators to monitor and support additional offerings for scholars who perform below grade level4. Ongoing training and access to technology tools to support instruction5. Develop processes, training and attendance at academic conferences to analyze performance data to guide instruction6. Training and supports to improve Social Emotional growth and increase student engagement and achievement7. Programs and initiatives to support positive school climate8. Certificated services and supports for English Learners9. Supports to identify achievement gaps to provide appropriate curriculum, instruction and assessments10. Expansion of Singapore math curriculum into 7th grade.	<ol style="list-style-type: none">1a. iReady Diagnostic Assessment program was re-purchased for scholars in grades 1-11. Along with training, this program allowed teachers to create an individualized learning plan unique to each scholar. This information was utilized to create small groups for differentiated instruction and to target areas of need for additional instruction.1b. An intervention specialist was maintained to service K-6 scholars in Tier 2 interventions. Due to the greater need of reading intervention, we chose to focus their attentions onto the ELA component.1c. Singapore Math Specialists were brought on campus to continue strong launch of newly adopted elementary math curriculum. Additionally, secondary teachers were trained in the fundamentals of Singapore Math with the intent of expanding Singapore Math to additional grade levels in the future. Elementary Administration and Director of Curriculum attended intensive, off-site Singapore Math trainings.1d. Math manipulatives were purchased to support lessons and interventions in math curriculum.2. Funding was maintained for instructional aides in all grades K-6.3. For our 7th grade scholars that were not meeting grade level benchmarks in math, we provide a 7th grade math block; for our 9th grade scholars that were not meeting grade level benchmarks, we were able to add a support lab for scholars enrolled in pre-algebra.4. Purchase of additional chromebooks and continual evaluation and replacement5. Develop processes, training and attendance at academic conferences to analyze performance data6. Included in action 2.67. Included in action 2.7

Expenditures

	8. Included in action 2.8 9. Included in action 2.1 10. Expansion of singapore math curriculum to include 7th grade
BUDGETED 367,870	ESTIMATED ACTUAL 389,870

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.

Based on the results of the California School Dashboard for the latest available CAASPP data, the goal of increasing math in all scholars was not met. There was a net decrease in scores in all reportable groups.

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

Specific actions/services that were successful in progress toward Goal # 3:

1. Aligning the K-3 report card to reflect the standards: Aligning the report card in K-3 permitted teachers to accurately communicate progress toward mastery of all students in math standards.
2. Provided an increase in funding for instructional aides to provide remediation and challenge opportunities daily in each elementary classroom. Maintained full time instructional aides TK - K and increased part time aides in all elementary classrooms 1 - 6 to ensure all classrooms had aide support for 55% of instructional time.
3. Monthly grade level Singapore Math meetings led by math coach/administration to provide teacher coaching and supports on best practices, strategies, assessment, interventions, lesson planning and data analysis of newly implemented curriculum.

4. Offering Honors Geometry was beneficial to our scholars as well as our course offerings for any who wanted to further enrich their math skills. With that, our math lab for 7th grade scholars and an additional 9th grade pre-algebra support blocks were beneficial for each of those grade levels.

Specific actions/services that were challenges in the progress toward Goal # 3:

1. *The implementation of i-Ready Diagnostic testing* was both a benefit and a challenge for staff and students. Teachers are getting used to the assessment platform and are gaining understanding on how to direct instruction based on data received. Improvements can be made on specific instruction of basic computing and keyboarding by technological support staff. The program did however allow teachers to create individualized learning plan which helped create small groups for differentiated instruction and to guide targeted lesson planning and supports.
2. *Hiring an intervention specialist to work with Tier 2 students* became a challenge to focus on Math and ELA, so the decision was made to focus on ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actual costs have exceeded budgeted expenditures as salaries and benefits for additional staff were higher than anticipated.

Teachers and leadership have seen these tasks through and we will look to promote more math support across more grade levels, as needed. Our implementation was carried out with fidelity; however, the volume of implementation will need to grow immensely.

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.

As part of the analysis of Goal #3, the following changes will be made and are reflected in the upcoming 2019-2020 Goal #3 and Actions and Services 3.1 - 3.5

Allocate additional funding and training for both teachers and administration in using I-Ready Data to guide instruction.

Positions have been allocated for Math intervention teachers to provide targeted intervention for students and coaching for teachers.

Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.

Allocate additional funding for another classroom aide at the secondary level to help with Tier II interventions and support of Tier I teaching strategies.

Provide continued professional development and supports of newly implemented Singapore Math curriculum. Lead math teachers will be identified and sent to intensive Singapore Math Conference.

Expand Singapore Math curriculum to include TK and 7th grade. Provide appropriate training and supports for TK and 7th grade teachers to implement curriculum.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

John Adams Academy benefits from input of key stakeholders to develop its Local Control Accountability Plan. The process included both formal and informal meetings through its Parent Service Organization (PSO), staff, a Scholar Council, and Board of Directors. Site administration continually meets with parents, and small parent groups that wish to influence the academy's decision making through suggestion or by participating in the development of extra-curricular programs. The Academy relies heavily on its close association with the Parent Service Organization, which is the direct interface with the parent community. The PSO and their governing board ensure that the parents play a key role in the overall function and support of the Academy and have direct access to teachers, leadership, educational philosophy and program development. An LCAP School climate and parent engagement survey was sent to all families including scholars in the fall of 2018. During the development of the LCAP, Site leadership has paid careful attention to the influence of all stakeholders.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The Academy relies heavily on its close association with the Parent Service Organization, which is the direct interface with the parent community. The PSO and their governing board ensure that the parents play a key role in the overall function and support of the Academy and have direct access to teachers, leadership, educational philosophy and program development. Quarterly leadership meetings provided opportunities to analyze the effectiveness of interventions, resources and supports for struggling scholars.

These consultations impacted the LCAP in a positive way, supporting the changes we recognized as well as bringing up ideas for programs and refinement of existing programs. Receiving this input allows our academy to consistently seek input/feedback for what we are offering, what areas may need change, or concepts that are not currently in place. Additionally, the conversations that took place in Scholar Council (student body government), were very important in hearing the voice from our scholars.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Evaluate, implement and monitor curricular programs to ensure alignment to Academy expectations and state standards.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Based on classroom observation and participation in academic conferences, Administration has identified a continued need for consistent quality-first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Staff has indicated a need for clearer understanding of how to use CCSS as a baseline for the academy's educational objectives.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Curriculum Mapping for all grades	Introduction of Curriculum Trak Software	80% Mapping of all curriculum	100% Mapping of all curriculum	100% Mapping of all curriculum
1.2 CCSS & Classical Training sign in sheets	2 CCSS, 10 Classical, 5 Teacher Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions

1.3 Professional Development, "Using State standards as a base for Classical Instruction" Sign in sheets	33 Total Professional Development Trainings	35 Total Professional Development Trainings	35 Total Professional Development Trainings	35 Total Professional Development Trainings
1.4 Development of Professional Learning Communities	Grades Level Teams Established	1 weekly meeting, 1 monthly meeting	1 weekly meeting, 1 monthly meeting	1 weekly meeting, 1 monthly meeting for Elementary 1 bi-weekly meeting, 1 monthly meeting for Secondary
1.5 Classical "U" for leadership and Teachers	Purchase License for each Teacher	100% Teachers with License	Expanded Classical Professional Development opportunities not only limited to Classical "U"	After piloting of the Classical "U" platform with site administration, it was determined that there were better opportunities to meet our needs. Tuition reimbursement, classical trainers on site and attendance at classical conferences.
1.6 Parent Resource Nights	Establish Calendar	Satisfaction Survey 2 Parent Nights Per Year	Satisfaction Survey 2 Parent Nights	Satisfaction Survey 2 Parent Nights

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____	

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.1 Curriculum mapping for all grades	1.1 Curriculum mapping for all grades	1.1 Curriculum mapping for all grades

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,921	Amount	\$1,969	Amount	\$1,650
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations \$1,921	Budget Reference	0000: Unrestricted 5000: Services & Operations \$1,969	Budget Reference	0000: Unrestricted 5000: Services & Operations \$1,650

PLANNED ACTIONS / SERVICES

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

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.2 CCSS & Classical Training	1.2 CCSS & Classical Training	1.2 CCSS & Classical, Training

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8,000	Amount	8,200	Amount	9,968
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations 8,000	Budget Reference	0000: Unrestricted 5000: Services & Operations 8,200	Budget Reference	0000: Unrestricted 5000: Services & Operations 9,968

PLANNED ACTIONS / SERVICES

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

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.3 Professional Development, "Using State Standards as a Base for Classical Instruction"	1.3 Professional Development, "Using State standards as a base for Classical Instruction"	1.3 Professional Development, "Using State standards as a base for Classical Instruction"

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	81,000	Amount	83,025	Amount	\$100,730
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 4000: Books & Supplies 1,000 0000: Unrestricted 5000: Services & Operations 80,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies 1,025 0000: Unrestricted 5000: Services & Operations 82,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies 1,051 0000: Unrestricted 5000: Services & Operations 99,680

PLANNED ACTIONS / SERVICES

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

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.4 Development of Professional Learning Communities	1.4 Development of Professional Learning Communities	1.4 Maintain Professional Learning Communities with the addition of instructional rounds

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference: No anticipated costs with this action	Budget Reference: No anticipated costs associated with this action	Budget Reference: No anticipated costs associated with this action

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 5

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.5 Classical "U" for Leadership and Teachers	Expanded Classical Professional Development opportunities not only limited to Classical "U"	Expanded Classical Professional Development to include Academy sponsored Masters Degree program, classical guest speakers, classical education conferences and assigned readings

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 9,080	Amount: 9,216	Amount: 11,203
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations 9,080	Budget Reference: 0000: Unrestricted 5000: Services & Operations 9,216	Budget Reference: 0000: Unrestricted 5000: Services & Operations 11,203

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
6

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.6 Begin outreach activities to inform families of low income/socio-disadvantaged scholars of available resources and supports.	1.6 Continue outreach activities to inform families of low income/socio-disadvantaged scholars of available resources and supports.	1.6 Continue outreach activities to inform families of low income/socio-disadvantaged scholars of available resources and supports.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	4,000	Amount	4,100	Amount	4,984
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations 4,000	Budget Reference	0000: Unrestricted 5000: Services & Operations 4,100	Budget Reference	0000: Unrestricted 5000: Services & Operations 4,984

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 7

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1.7 Provide instructional support and supplemental materials to address the needs of scholars performing below grade level through a multi-tiered system of support.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1.7 Provide instructional support and supplemental materials to address the needs of scholars performing below grade level through a multi-tiered system of support.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1.7 Provide instructional support and supplemental materials to address the needs of scholars performing below grade level through a multi-tiered system of support.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 65,000 Source Base Budget Reference 65,000 0000: Unrestricted 4000: Books & Supplies	Amount 72,000 Source Base/Supplemental Budget Reference 68,314 0000: Unrestricted 4000: Books & Supplies 0100: Unrestricted: Supplemental 4000: Books & Supplies 3,686	Amount 74,899 Source Base/Supplemental Budget Reference 70,021 0000: Unrestricted 4000: Books & Supplies 0100: Unrestricted: Supplemental 4000: Books & Supplies 3,686

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 8

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.8 Provide high quality standards based instruction to all scholars through high quality teachers and materials aligned to the standards.	1.8 Provide high quality standards based instruction to all scholars through high quality teachers and materials aligned to the standards.	1.8 Provide high quality standards based instruction to all scholars through high quality teachers and materials aligned to the standards.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 4,306,995	Amount 4,972,127	Amount 5,441,021
Source Base	Source Base	Source Base
Budget Reference 0000: Unrestricted 1000: Certificated Salaries 3,273,413 3000: Benefits 883,555	Budget Reference 0000: Unrestricted 1000: Certificated Salaries 3,870,467 3000: Benefits 947,882	Budget Reference 0000: Unrestricted 1000: Certificated Salaries 4,308,924 3000: Benefits 1,057,885

4000 Books & Supplies
95,027
5000: Services & Operations
55,000

4000 Books & Supplies
97,403
5000: Services & Operations
56,375

4000 Books & Supplies
99,838
5000: Services & Operations
68,530

New Modified Unchanged

Goal 2

JAA will increase growth in literacy of all scholars on benchmark tests and SBAC ELA assessments.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Data from Standardized testing and ongoing formative assessments indicate that overall scores are down.

Based on classroom observations and participation in academic conferences, there is a need for consistent quality first instruction to ensure that all scholars demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Based on input from teachers, more training is needed to learn how to further blend classical methodology using CCSS as a base for learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 1. CDE Evaluation Rubric for Academic Performance in ELA based on scholar performance on the CAASPP	Meets or Exceeds standards 47.84%	2% Growth- Meets or Exceeds standards 49.84%	2% Growth- Meets or Exceeds standards 51.84% Actual preliminary 2018 CAASPP data 59.28% meets or exceeds- Metric met	2% Growth - Meets or Exceeds standards 61.28% (modified from preliminary 2018 CAASPP data)
2. CA Schools Dashboard	Not Available	Orange- 7.6 points below standard	Yellow- 3 points below	0 points below
3. iReady Assessments	Below Grade Level	2% increase	2% increase	2% increase
	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	

Action **1**

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.1: Allocate additional funding and training for both teachers and administration in using iReady Data to guide instruction.	2.1: Allocate additional funding and training for both teachers and administration in using iReady Data to guide instruction.	2.1: Allocate additional funding and training for both teachers and administration in using iReady Data to guide instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 3,500	Amount: 5,000	Amount: 6,078
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations 3,500	Budget Reference: 0000: Unrestricted 5000: Services & Operations 5,000	Budget Reference: 0000: Unrestricted 5000: Services & Operations 6,078

PLANNED ACTIONS / SERVICES

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

Action **2**

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.2: Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.2: Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.2: Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 0 Source: Budget Reference: No additional costs anticipated	Amount: 0 Source: Budget Reference: No additional costs anticipated	Amount: 0 Source: Budget Reference: No additional costs anticipated

PLANNED ACTIONS / SERVICES

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

Action **3**

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.3: Allocate additional funding for Intervention materials and additional Instructional Aides to help with Tier II interventions. Provide staff coaching in effective Tier I teaching strategies.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.3: Allocate funding for intervention specialists at the elementary and the secondary levels to help with interventions for scholars who continue to perform below grade level, and staff coaching in effective first instruction and intervention strategies.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 606,939 Source Base 0000: Unrestricted 2000: Classified Salaries Budget Reference 517,070 3000: Benefits 87,869 4000: Books & Supplies	Amount 748,282 Source Base/Supplemental 0000: Unrestricted 1000: Certificated Salaries Budget Reference 47,321 2000: Classified Salaries 337,077 3000: Benefits	Amount 930,599 Source Base/Supplemental 0000: Unrestricted 1000: Certificated Salaries Budget Reference 52,682 2000: Classified Salaries 434,212 3000: Benefits

2,000

95,652
 4000: Books & Supplies
 2,050

 0100: Unrestricted:Supplemental
 1000: Certificated Salaries
 47,321
 2000: Classified Salaries
 168,539
 3000: Benefits
 43,172
 4000: Books & Supplies
 150
 5000: Services & Operations
 7,000

106,753
 4000: Books & Supplies
 2,101

 0100: Unrestricted:Supplemental
 1000: Certificated Salaries
 175,528
 2000: Classified Salaries
 97,552
 3000: Benefits
 54,616
 4000: Books & Supplies
 156
 5000: Services & Operations
 7,000

PLANNED ACTIONS / SERVICES

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

Action 4

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.4: Provide additional professional development for the implementation of the Core Knowledge Language Arts program.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.4: Provide additional professional development for the implementation of the Core Knowledge Language Arts program.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.4: Review of alternate CCSS aligned ELA programs to pilot in the 2019 - 2020 school year, with anticipated adoption the following year.
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 12,000 Source Base Budget Reference 0000: Unrestricted 5000: Services & Operations 12,000	Amount 12,300 Source Base Budget Reference 0000: Unrestricted 5000: Services & Operations 12,300	Amount 14,952 Source Base Budget Reference 0000: Unrestricted 5000: Services & Operations 14,952
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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 5

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Scholars with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.5: Allocate additional funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.5: Maintain additional funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2.5: Maintain funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 0 Source: Budget Reference: Costs included in Goal 2, Action 2.2	Amount: 0 Source: Budget Reference: Costs included in Goal 2, Action 2.2	Amount: 0 Source: Budget Reference: Costs included in Goal 2, Action 2.2

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 **6**

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Scholars with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.6: Provide staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.	2.6: Continue to provide staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.	2.6: Continue to provide staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 109,555	Amount 239,669	Amount 286,335
Source Base	Source Base/Supplemental	Source Base/Supplemental
0000: Unrestricted 1000: Certificated Salaries 87,250 3000: Benefits 18,305 4000 Books & Supplies 1,000 5000: Services & Operations 2,900	0000: Unrestricted 1000: Certificated Salaries 113,800 3000: Benefits 26,174 4000 Books & Supplies 1,423 5000: Services & Operations 3,226 0100: Unrestricted:Supplemental 1000: Certificated Salaries 69,143 3000: Benefits 13,826 4000 Books & Supplies 77 5000: Services & Operations	0000: Unrestricted 1000: Certificated Salaries 126,692 3000: Benefits 29,212 4000 Books & Supplies 1,459 5000: Services & Operations 3,921 0100: Unrestricted:Supplemental 1000: Certificated Salaries 94,143 3000: Benefits 18,829 4000 Books & Supplies 80 5000: Services & Operations
Budget Reference	Budget Reference	Budget Reference

12,000

12,000

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 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities
	<input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.7: Implement programs and initiatives that support positive school climate and safety.	2.7: Maintain programs and initiatives that support positive school climate and safety.	2.7: Maintain programs and initiatives that support positive school climate and safety.

BUDGETED EXPENDITURES

2017-18

Amount

61,084

Source

Base

0000: Unrestricted
 1000: Certificated Salaries
 35,500
 2000: Classified Salaries
 10,901
 3000: Benefits
 12,183
 4000 Books & Supplies
 2,500

Budget
Reference**2018-19**

Amount

114,821

Source

Base/Supplemental

0000: Unrestricted
 1000: Certificated Salaries
 41,975
 2000: Classified Salaries
 12,893
 3000: Benefits
 12,690
 4000 Books & Supplies
 2,563

 0100: Unrestricted: Supplemental
 1000: Certificated Salaries
 37,250
 3000: Benefits
 7,450

Budget
Reference**2019-20**

Amount

99,034

Source

Base/Supplemental

0000: Unrestricted
 1000: Certificated Salaries
 45,998
 2000: Classified Salaries
 14,104
 3000: Benefits
 13,905
 4000 Books & Supplies
 2,672

 0100: Unrestricted: Supplemental
 1000: Certificated Salaries
 18,625
 3000: Benefits
 3,725

Budget
Reference**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 **8**

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.8: Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	2.8: Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	2.8: Provide certificated services and program support to English Language Learners. Training and implementation of GLAD strategies to support EL scholars. Piloting of CKLA English Language Development K-2.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	54,441	Amount	134,612	Amount	112,087
Source	Base	Source	Supplemental	Source	Supplemental
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 45,000 3000: Benefits 9,441	Budget Reference	0000: Unrestricted 1000: Certificated Salaries 45,760 3000: Benefits 9,152 4000: Books & Supplies 65,000 5000: Services & Operations 14,700	Budget Reference	0100: Unrestricted:Supplemental 0000: Certificated Salaries 81,156 3000: Benefits 16,231 5000: Services & Operations 14,700

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 **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Scholars to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.9: Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.	2.9: Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.	2.9: Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 79,351	Amount: 81,335	Amount: 98,871
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations	Budget Reference: 0000: Unrestricted 5000: Services & Operations	Budget Reference: 0000: Unrestricted 5000: Services & Operations

79,351

81,335

98,871

Goal 3

JAA will increase math proficiency of all scholars on benchmark tests and SBAC math Assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Data from Standardized testing and ongoing formative assessments indicate that overall scores have decreased, continuing attention needs to be paid to Scholars of all reporting categories.

Based on classroom observations and participation in academic conferences, there is a need for consistent quality first instruction to ensure that all scholars demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Based on input from teachers, more training is needed to learn how further blend classical methodology using CCSS as a base for learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 1. CDE Evaluation Rubric for Academic Performance in Math based on scholar performance on the CAASPP	50.07% Meets or Exceeds	2% Growth- 52.07% meets or exceeds Actual 2018 CAASPP data 43.39% of tested scholars meet or exceed standard- Metric not met	2% Growth- 45.39% meets or exceeds standards (modified from 2018 data) Actual preliminary 2019 CAASPP data 46.14% met or exceed- metric met	2% Growth- 48.14% meets or exceeds standards (Modified from preliminary 2019 CAASPP data)
2. CA Schools Dashboard	Green- 3.8 points below standard	Yellow- 15.6 points below standards	Increase from previous year	Increase from previous year

3. iReady Assessments Below Grade Level

2% increase

2% increase

2% increase

Action 1

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of scholars within a multi-tiered system of support as well as the use of technology to support instruction.	3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of scholars within a multi-tiered system of support as well as the use of technology to support instruction.	3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of scholars within a multi-tiered system of support as well as the use of technology to support instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 5,000	Amount: 5,500	Amount: 6,686
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations 5,000	Budget Reference: 0000: Unrestricted 5000: Services & Operations 5,500	Budget Reference: 0000: Unrestricted 5000: Services & Operations 6,686

PLANNED ACTIONS / SERVICES

Action **2**

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.	3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.	3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 5,000	Amount: 5,500	Amount: 6,686
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations 5,000	Budget Reference: 0000: Unrestricted 5000: Services & Operations 5,500	Budget Reference: 0000: Unrestricted 5000: Services & Operations 6,686

PLANNED ACTIONS / SERVICES

Action **3**

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.3 Provide training and assistance to site administrators to monitor and support the implementation of best practice strategies shared during professional development opportunities.	3.3 Provide training and assistance to site administrators to monitor and support the implementation of best practice strategies shared during professional development opportunities.	3.3 Provide training and assistance to site administrators to monitor and support the implementation of best practice strategies shared during professional development opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2,500	Amount: 3,000	Amount: 3,647
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations 2,500	Budget Reference: 0000: Unrestricted 5000: Services & Operations 3,000	Budget Reference: 0000: Unrestricted 5000: Services & Operations 3,647

PLANNED ACTIONS / SERVICES

Action **4**

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction	3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction	3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 47,500	Amount 100,000	Amount 96,000
Source Base	Source Supplemental	Source Supplemental
Budget Reference 0000: Unrestricted 4000: Books & Supplies 47,500	Budget Reference 0100: Unrestricted: Supplemental 4000: Books & Supplies 100,000	Budget Reference 0000: Unrestricted 4000: Books & Supplies 96,000

PLANNED ACTIONS / SERVICES

Action **5**

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.5 Develop procedures, train staff, and implement Academic Conferences as a means to analyze student performance data and guide instruction.	3.5 Develop procedures, train staff, and implement Academic Conferences as a means to analyze student performance data and guide instruction.	3.5 Develop procedures, train staff, and implement Academic Conferences as a means to analyze student performance data and guide instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 70,480	Amount 80,926	Amount 93,152
Source Base	Source Base	Source Base
0000: Unrestricted	0000: Unrestricted	0000: Unrestricted
1000: Certificated Salaries	1000: Certificated Salaries	1000: Certificated Salaries
Budget Reference 35,000	Budget Reference 41,384	Budget Reference 46,072
2000: Classified Salaries	2000: Classified Salaries	2000: Classified Salaries
5,000	5,914	7,618
3000: Benefits & Taxes	3000: Benefits & Taxes	3000: Benefits & Taxes

Amount	28,368	Amount	32,067	Amount	37,794
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 10,000 2000: Classified Salaries 5,000 3000: Benefits & Taxes 3,368 5000: Services & Operations 10,000	Budget Reference	0000: Unrestricted 1000: Certificated Salaries 11,824 2000: Classified Salaries 5,914 3000: Benefits & Taxes 4,080 5000: Services & Operations 10,250	Budget Reference	0000: Unrestricted 1000: Certificated Salaries 13,163 2000: Classified Salaries 7,618 3000: Benefits & Taxes 4,553 5000: Services & Operations 12,460

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 7

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.7 Implement programs and initiatives that support positive school climate and safety.	3.7 Implement programs and initiatives that support positive school climate and safety.	3.7 Implement programs and initiatives that support positive school climate and safety.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget Reference	Costs included in Goal 2, Action 2.7	Budget Reference	Costs included in Goal 2, Action 2.7	Budget Reference	Costs included in Goal 2, Action 2.7

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 **8**

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.8 Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	3.8 Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	3.8 Provide certificated services and program support for English Language Learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget Reference	Costs included in Goal 2, Action 2.8	Budget Reference	Costs included in Goal 2, Action 2.8	Budget Reference	Costs included in Goal 2, Action 2.8

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 **9**

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

<u>Scholars to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.9 Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.	3.9 Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.	3.9 Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 0	Amount: 69,752	Amount: 142,072
Source:	Source: Supplemental	Source: Supplemental
Budget Reference: Costs included in Goal 2, Action 2.9	Budget Reference: 0100: Unrestricted: Supplemental 1000: Certificated Salaries 52,293 3000: Benefits & Taxes 10,459 5000: Services & Operations 7,000	Budget Reference: 0100: Unrestricted: Supplemental 1000: Certificated Salaries 112,560 3000: Benefits & Taxes 22,512 5000: Services & Operations 7,000

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 10

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

<u>Scholars to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Scholars with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.	3.10 Expand Singapore Math Curriculum to include TK and grade 6 with continued support of ongoing use of Singapore Math Curriculum and staff training in ongoing alignment with CCSS and targeted instructional strategies.	3.10 Expand Singapore Math Curriculum to include grade 7 with continued support of ongoing use of Singapore Math Curriculum and staff training in ongoing alignment with CCSS and targeted instructional strategies. Funding allocated to hire hire math intervention teachers at both elementary and secondary.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	165,000	Amount	71,125	Amount	81,695
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 4000: Books & Supplies 120,000 5000: Services & Operations 45,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies 25,000 5000: Services & Operations 46,125	Budget Reference	0000: Unrestricted 4000: Books & Supplies 25,625 5000: Services & Operations 56,070

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$784,001

Percentage to Increase or Improve Services:

6.46%

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 scholars in the LCAP year.

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

The John Adams Leadership Team strategized on various ways to meet the academic, social and emotional needs of scholars with a focus on Low Income, English Language and Foster Youth. To address these needs John Adams Academy is directing specific resources to improve the outcomes for these targeted subgroups and to increase the effectiveness of its overall programing. These funds are used to increase staffing, provide training, resources and supports to meet the unique needs of each of the subgroups.

Actions identified in the 2019-20 LCAP are:

Action/Service 1.7: Provide instructional support and supplemental materials to address the needs of scholars performing below grade level through a multi-tiered system of support.

- California MTSS Framework: California Department of Education; www.cde.ca.gov/ci/cr/ri/mtsscomponents.asp
- Buffum, A, Mike Mattos and Chris Weber. Pyramid Response to Intervention: RTI, Professional Learning Communities and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009
- Baker, B, and Char Ryan. The PBIS Team Handbook: Setting Expectations and Building Positive Behavior. Minneapolis, MN: Free Spirit Publishing, 2014

Action/Service 2.8 & 3.8: Provide certificated services and program support to English Language learners through a multi-tiered system of support. Research

- Hill, J. and Kathleen Flynn. Classroom Instruction that works with English Learners. Alexandria ,VA 2006
- California English Language Arts/English Language Development Framework for California Public Schools. Adopted by the State Board of Education, July 2014. Published by the California Department of Education, Sacramento, CA 2015

Action/Service 2.8 & 3.8: Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments. LCAP Goal 2; Action/Service 2.9, LCAP 3 Goal; Action /Service 3.9

- California Department of Education. 2013. California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Sacramento: California Department of Education. <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- California Department of Education. 2014a. California English Language Development Standards. Sacramento: California Department of Education. <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- California Department of Education. Curriculum Frameworks & Instructional Materials. <http://www.cde.ca.gov/ci/cr/cf/>

Action/Service 2.6 & 2.7 Implement programs and initiatives that support positive school climate and safety (Make it Happen and yearly themes.) To meet the social and emotional needs of scholars, staff support through an increase in Academy counselors, Academy psychologists and para-educator support staff and scholars through direct instruction on skills needed to navigate social and emotional challenges in the school setting.

- Starkmann, N., Peter Scales and Clay Roberts. Great Places to Learn: Creating Asset-Building Schools that Help Students Succeed. 2nd ed. The Search Institute, 2006.
- Dewitt, P., Slade, S. School Climate Change: How Do I Build a Positive Environment for Learning. ACSD, 2014
- California Department of Education. Research on School Counseling Effectiveness. <https://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

Action/Service 3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.

- California Department of Education. Empowering Learning: A Blueprint for California Education Technology 2014-2017.
 - Empowering Learning: California's Education Technology Blueprint gathers the recommendations of some of our leading experts in education and technology- and in where and how the two may intersect. "We must always remember that technology is a means, not an end- a tool and component of achieving a world-class education for every child in California." - Tom Torlakson, State Superintendent of Public Instruction

Action/Service 3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction

- California Department of Education. Empowering Learning: A Blueprint for California Education Technology 2014-2017.
 - Empowering Learning: California's Education Technology Blueprint gathers the recommendations of some of our leading experts in education and technology- and in where and how the two may intersect. "We must always remember that technology is a means, not an end- a tool and component of achieving a world-class education for every child in California." - Tom Torlakson, State Superintendent of Public Instruction

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$358,334

Percentage to Increase or Improve Services:

3.24 %

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 scholars in the LCAP year.

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

The John Adams Leadership Team strategized on various ways to meet the academic, social and emotional needs of scholars with a focus on Low Income, English Language and Foster Youth. To address these needs John Adams Academy is directing specific resources to improve the outcomes for these targeted subgroups and to increase the effectiveness of its overall programing. These funds are used to increase staffing, provide training, resources and supports to meet the unique needs of each of the subgroups.

Actions identified in the 2017-18 LCAP are:

Action/Service 2.8 & 3.8: Provide certificated services and program support to English Language learners through a multi-tiered system of support.

Action/Service 2.8 & 3.8: Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.
LCAP Goal 2; Action/Service 2.9, LCAP 3 Goal; Action /Service 3.9

Action/Service 1.6 Begin outreach activities to inform families of low income/ socio-disadvantaged scholars of available resources and supports.

Action/Service 1.7: Provide instructional support and supplemental materials to address the needs of scholars performing below grade level through a multi-tiered system of support.

Action/Service 2.7 Implement programs and initiatives that support positive school climate and safety (Make it Happen, Tell Your Story and yearly themes.) To meet the social and emotional needs of scholars, staff support through Academy counselors, Academy psychologists and para-educator support staff and scholars through direct instruction on skills needed to navigate social and emotional challenges in the school setting.

Action/Service 3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.

Action/Service 3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction.

Action/Service 3.8 Provide certificated services and program support to English Language Learners through a multi-tiered system of support.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- The implementation of state board adopted academic content and performance standards for all students, which are:
 - English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - Mathematics – CCSS for Mathematics
 - English Language Development (ELD)
 - Career Technical Education
 - Health Education Content Standards
 - History-Social Science
 - Model School Library Standards
 - Physical Education Model Content Standards
 - Next Generation Science Standards
 - Visual and Performing Arts
 - World Language; and
- 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:

- The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- How the school district will promote parental participation in programs for unduplicated pupils; and
- 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:

- Statewide assessments;
- The Academic Performance Index;
- 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;
- The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- The English learner reclassification rate;
- The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- 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:

- School attendance rates;

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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