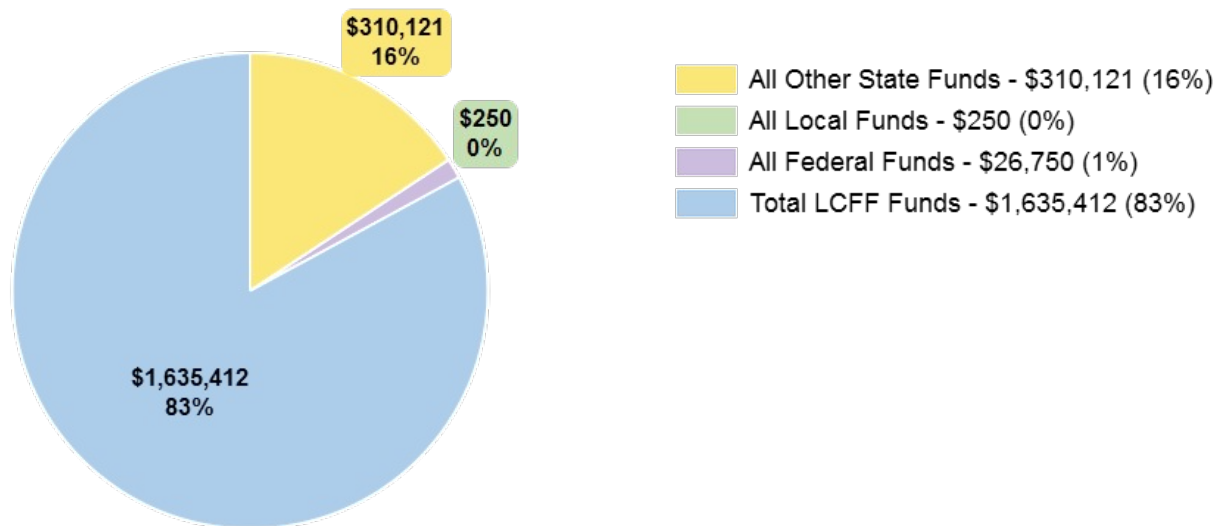# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jose Conservation Corps Charter
CDS Code: 43694274330676
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Rahul Sharma | rsharma@sjccs.org | 408-595-3503

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
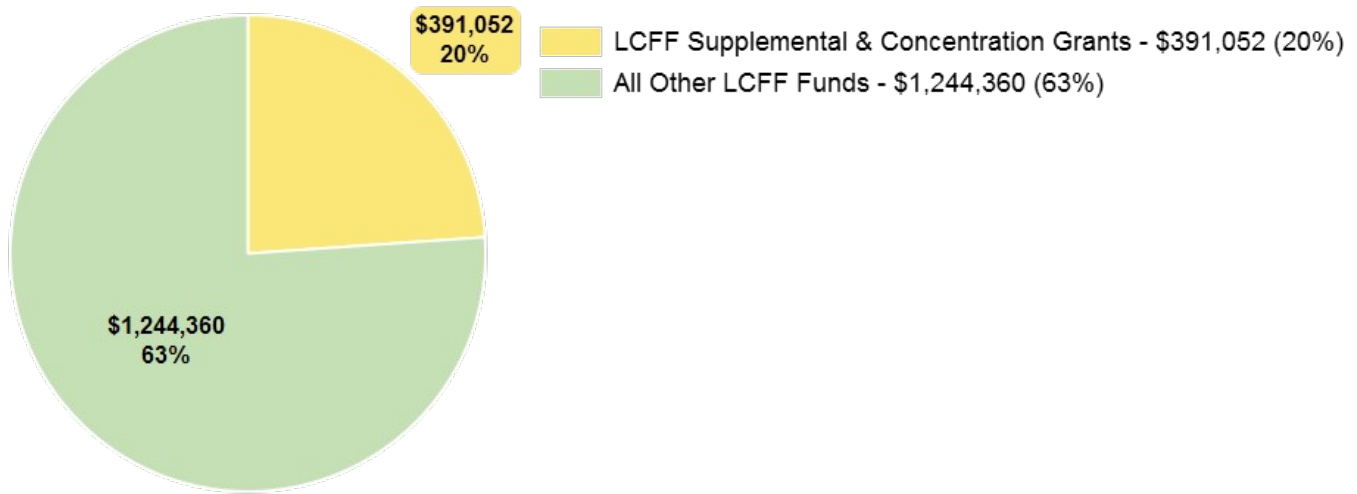
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Pie chart legend:
- All Other State Funds - $310,121 (16%)
- All Local Funds - $250 (0%)
- All Federal Funds - $26,750 (1%)
- Total LCFF Funds - $1,635,412 (83%)

Source	Funds	Percentage
All Other State Funds	$310,121	16%
All Local Funds	$250	0%
All Federal Funds	$26,750	1%
Total LCFF Funds	$1,635,412	83%

Breakdown of Total LCFF Funds

| Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$391,052	20%
All Other LCFF Funds	$1,244,360	63%

These charts show the total general purpose revenue San Jose Conservation Corps Charter expects to receive in the coming year from all sources.

The total revenue projected for San Jose Conservation Corps Charter is $1,972,533, of which $1,635,412 is Local Control Funding Formula (LCFF), $310,121 is other state funds, $250 is local funds, and $26,750 is federal funds. Of the $1,635,412 in LCFF Funds, $391,052 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
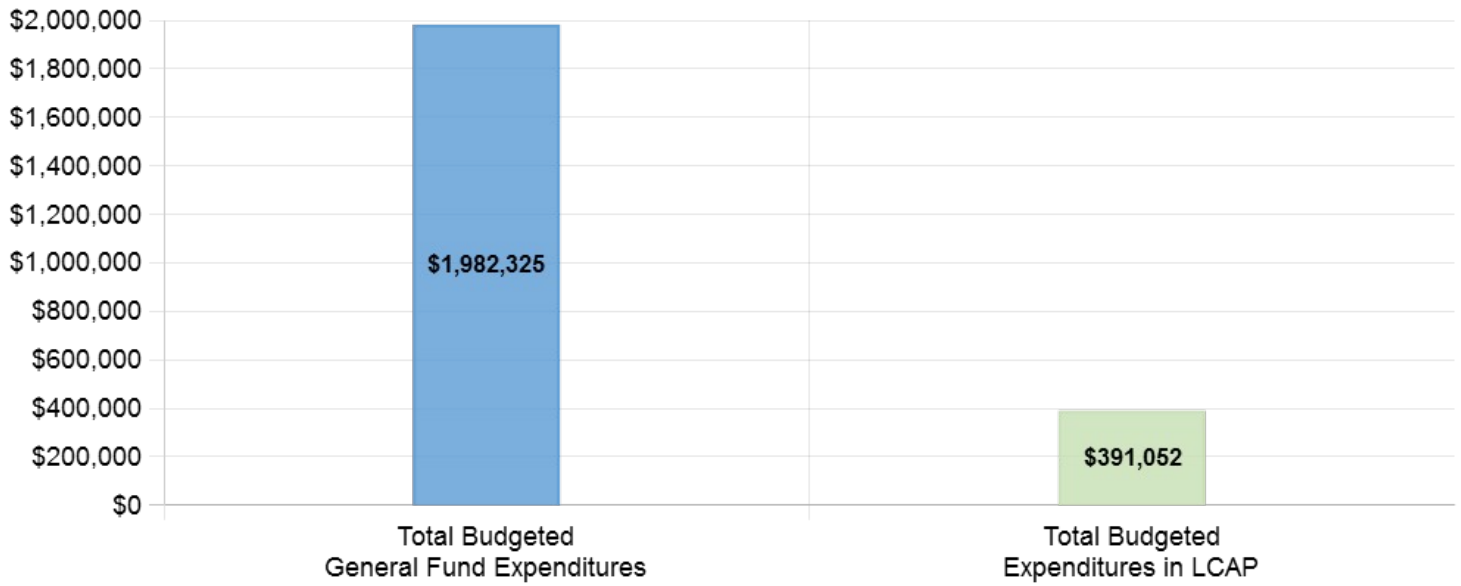
Source	Funds
Total Budgeted General Fund Expenditures	$1,982,325
Total Budgeted Expenditures in LCAP	$391,052

This chart provides a quick summary of how much San Jose Conservation Corps Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Jose Conservation Corps Charter plans to spend $1,982,325 for the 2019-20 school year. Of that amount, $391,052 is tied to actions/services in the LCAP and $1,591,273 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Teacher, admin, and support staff salaries
- Special Education
- General books and supplies
- Rent
- General operational expenses

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, San Jose Conservation Corps Charter is projecting it will receive $391,052 based on the enrollment of foster youth, English learner, and low-income students. San Jose Conservation Corps Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP San Jose Conservation Corps Charter plans to spend $391,052 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
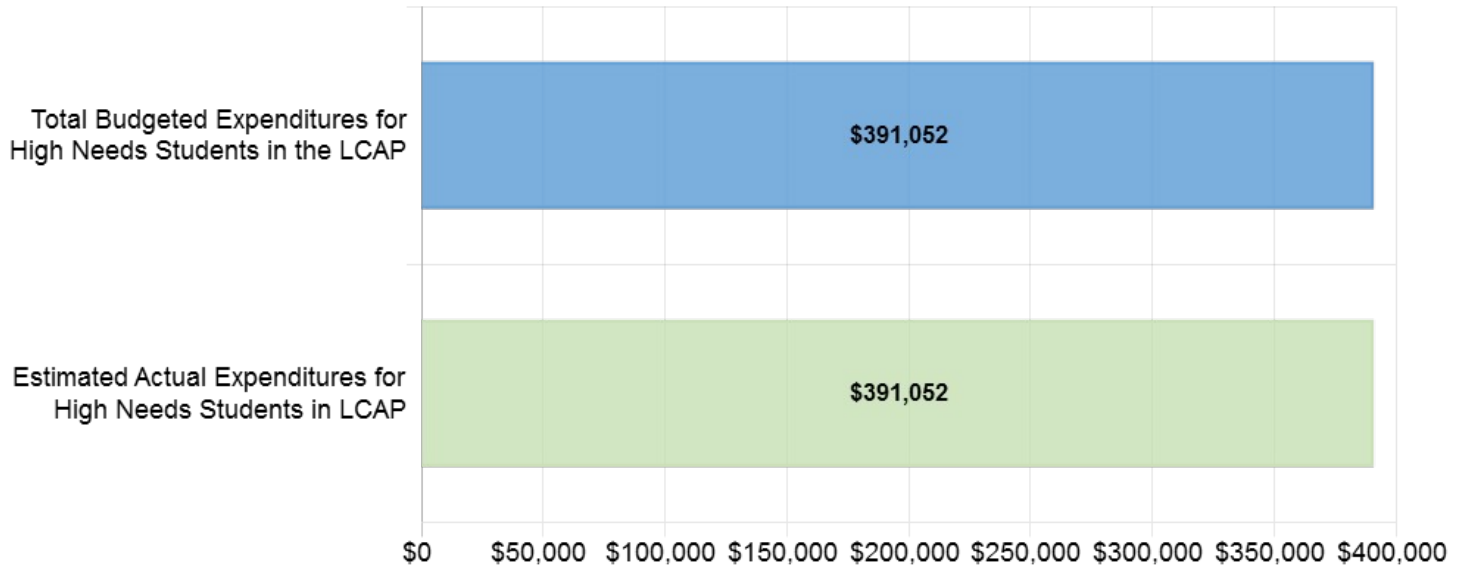
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$391,052
Estimated Actual Expenditures for High Needs Students in LCAP	$391,052

This chart compares what San Jose Conservation Corps Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Jose Conservation Corps Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Jose Conservation Corps Charter's LCAP budgeted $391,052 for planned actions to increase or improve services for high needs students. San Jose Conservation Corps Charter estimates that it will actually spend $391,052 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
San Jose Conservation Corps Charter	Rahul Sharma	rsharma@sjcccs.org
	School Administator	408-595-3503

2017-20 Plan Summary

The Story

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

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

LCAP Highlights

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

This year's LCAP sees a continued growth towards the three goals set last year. This year's focus will continue to be in three main areas: the instructional program, school climate (to promote attendance and program completion), and college and career readiness.

Review of Performance

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

Greatest Progress

During the 18-19 school year, the greatest progress came in increased access to wraparound services provided for students. Additionally, building on the progress made during the 17-18 school year, SJCCCS continued to develop a college and career going culture. The conversation of "what comes next" starts when students begin the enrollment process and continues throughout their enrollment period, whether a student enters needing all, or a just a few, credits.

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

Greatest Needs

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

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

Performance Gaps

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

Comprehensive Support and Improvement

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

Schools Identified

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

San Jose Conservation Corps & Charter School (Single School LEA)

Support for Identified Schools

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

As a Charter School we are our own LEA. We conducted a needs assessment with each of our students as they entered our program through the intake process. We also assessed those students currently in our program when our new needs assessment was developed. Some of the evidence based interventions that were implemented included a Check In/Check Out system for our potential graduates to ensure they remained on track. As a school site we also went through the process of Instructional Match thus ensuring that we appropriately matched curriculum to the adult student's current level and ability.

Resource inequities-being a small school site our special education students are streamlined into the general education and all students are in the same classrooms. We do offer 1 on 1 for special education students as well as an instructional class period with our Special Education Coordinator.

Monitoring and Evaluating Effectiveness

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

Moving forward to further address resource inequities we will implement the ACES Survey that will support us knowing our students needs as they enter our program. This will allow us to collect data to further understand a students needs thus ensuring they stay in school and graduate. Data will also be collected through other evidence based techniques including Non-contingent Reinforcement and Antecedent Modification.

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

Provide a high quality and comprehensive instructional program

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected   **Actual**

Credentialed teacher rate 100%

Growth in Common Core reading assessments 55%

Growth in Common Core math assessments 60%

Implementation of Common Core State Standards for English as measured by classroom observations and teacher planning documents 100%

Implementation of Common Core State Standards for math as measured by classroom observations and teacher planning documents 100%

Implementation of Common Core State Standards for English Language Development as measured by classroom observations and teacher planning documents 70%

Implementation of Next Generation Science Standards as measured by classroom observations and teacher planning documents 70%

English learner reclassification rate as measured by the ELPAC assessment 20%

Percent of EL students who make process towards English proficiency as measured by the ELPAC assessment 60%

Percent of students with an individualized learning plan (academic and career) 100%

Percent of students making academic progress each grading period by passing a minimum of five classes each grading period 65%

Credentialed teacher rate 100%

Growth in Common Core reading assessments 55%

Growth in Common Core math assessments 60%

Implementation of Common Core State Standards for English as measured by classroom observations and teacher planning documents 100%

Implementation of Common Core State Standards for math as measured by classroom observations and teacher planning documents 100%

Implementation of Common Core State Standards for English Language Development as measured by classroom observations and teacher planning documents 70%

Implementation of Next Generation Science Standards as measured by classroom observations and teacher planning documents 70%

English learner reclassification rate as measured by the ELPAC assessment 10%

Percent of EL students who make process towards English proficiency as measured by the ELPAC assessment 20%

Percent of students with an individualized learning plan (academic and career) 90%

Percent of students making academic progress each grading period by passing a minimum of five classes each grading period 60%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
New teacher support for the completion of the California Teacher Induction Program (CTIP)	New teacher support for the completion of the California Teacher Induction Program (CTIP)	$3,300	$3,300

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Renaissance STAR for English and Math. All students will be assessed upon entry to school and then continuously throughout the school year.	Renaissance STAR was not purchased	$7300	$0

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ongoing professional development throughout the school year, including, but not limited to: Using data for instruction and student interventions, including formative and summative assessment Reading and writing across the curriculum Passing the cognitive load Instructional planning aligned to CCSS, NGSS, and ELD standards Embedding 21st century skills Project Based Learning Using technology in the classroom STEM/STEAM Working with students in an alternative setting Building a college going culture in the classroom	Ongoing professional development throughout the school year, including, but not limited to: Using data for instruction and student interventions, including formative and summative assessment Reading and writing across the curriculum Passing the cognitive load Instructional planning aligned to CCSS, NGSS, and ELD standards Embedding 21st century skills Project Based Learning Using technology in the classroom STEM/STEAM Working with students in an alternative setting Building a college going culture in the classroom	$500 teacher stipends $5,000 conferences and other outside professional development	$5,000 conferences and other outside professional development

Action 4

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

Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning.	Within two weeks of starting classes, each student worked with a staff member to create an individualized learning plan which encompassed academic and career planning.	.5 FTE Staff $35,000	$15000

Action 5

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Increase course offerings for all students by purchasing an online, blended learning platform - English language learners - AG Courses - Advanced learners - Career Technical Education Courses	Purchased Cyber High to increase course offerings.	$8,000 Cyber High $5,000 LMS and other online resources	$8,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> The difference between the budgeted expenditures and estimated actual expenditures is due to the choice to not purchase a reading assessment program and the choice to use staff meeting time, in place of teacher stipends, to develop the literacy rubrics.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Attendance rate 75%	Attendance rate 71.43%
Stay rate 65%	Stay rate 50%
Chronic absenteeism 60%	Chronic absenteeism 70%
Graduation rate (based on school year enrollment) 15%	Graduation rate (based on school year enrollment) 24.36%
Dropout rate 50%	Dropout rate 62.95%
Suspension rate 5%	Suspension rate 00.3%
Expulsion rate 2%	Expulsion rate 0%
Graduation Rate based on students entering who are grad eligible 50%	Graduation Rate based on students entering who are grad eligible 65%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a comprehensive positive incentive systems including, but not limited to: - PBIS - Attendance incentives - Academic incentives	A PBIS system was loosely implemented using Corps Cash as an incentive. Attendance was also incentivized through gift cards and breakfast.	$2,000 Incentives $2,000 Teacher Training	$2,000 Incentives

Action 2

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

Establish new partnerships and further develop existing partnerships to provide comprehensive wraparound services for students. Including, but not limited to: - Drug and alcohol counseling - Behavioral/emotional counseling - Social workers/case manager - Housing: short and longterm - Streamlined access to social services: WIC, CalFresh, General Assistance, CalWorks/CalLearn - Transportation - Employment services including work readiness and job placement	The School Administrator has devoted time this year to developing new and expanding current partnerships to support stabilization of students.	.2 Admin FTE $16,000	$0 supported in house

Action 3

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Upon entry, all students will complete a self sufficiency assessment which will be used to drive partnerships and connect students to stabilization resources.	Upon entry, all students completed a self sufficiency assessment that was used to drive partnerships and connect students to stabilization resources via the IQ system.	.2 Intake Counselor $7,000	$0 supported in house

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Climate survey completed by students and staff twice per year (fall/early winter and spring)	Climate survey completed in December and May	$0 supported in house	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning. (Duplicate from Goal #1)	Within two weeks of starting classes, each student worked with a staff member to create an individualized learning plan which encompasses academic and career planning. (Duplicate from Goal #1)	.5 FTE (.25 per campus) - College and career counselor $35,000	$0 supported in house

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted and estimated actual expenditures were due to not investing money in bringing in an outside person to provide training on restorative justice practices. A college and career counselor was also not hired.

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.

No college and career counselor was hired
No outside resources were hired to provide training on restorative justice practices.
No intake counselor was hired.

Goal 3

Students will be college and/or career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected   **Actual**

Percent of students showing proficiency on 80% of 21st century skills as measured by the rubric 30%

Completion of a comprehensive graduation portfolio 25% of graduates

Students completing the FAFSA 70% of graduates, 20% of non-graduates

Participation in SJCC+CS vocational training program/career technical education 40%

Student enrolled in work readiness/experience classes either with SJCC+CS or with an outside organization 25%

Credentialing of CTE supervisors 50%

Exposure to post SJCC+CS activities such as Community College presentations and visits, vocational training programs, trades/unions 70%

Graduates engage in post-secondary activities (college, training (including training programs an pre-apprenticeships programs), career aligned employment) 35%

% of students showing proficiency on 80% of the digital literacy checklist 30%

Social Emotional Learning - Create and test a draft rubric of social emotional learning to be piloted with a small group of students

Percent of graduates completing 10 hours of community service hours 100%

Percent of students showing proficiency on 70% of 21st century skills as measured by the rubric 20%

Completion of a comprehensive graduation portfolio 0% of graduates

Students completing the FAFSA 50% of graduates, 0% of non-graduates

Participation in SJCC+CS vocational training program/career technical education 40%

Student enrolled in work readiness/experience classes either with SJCC+CS or with an outside organization 25%

Credentialing of CTE supervisors 50%

Exposure to post SJCC+CS activities such as Community College presentations and visits, vocational training programs, trades/unions 70%

Graduates engage in post-secondary activities (college, training (including training programs an pre-apprenticeships programs), career aligned employment) 35%

% of students showing proficiency on 70% of the digital literacy checklist 20%

Percent of graduates completing 10 hours of community service hours 100%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a college and career counselor to work with students on academic and career plans, coordinate postsecondary exposure activities such as presentations and visits, conduct FASFA workshops, and any other activities and actions related to post secondary readiness and placement.	A college and career counselor was not hired as the duties were combined into another staff members role.	$70,000	$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Embed 21st century and digital literacy skills into all content areas and courses. Work with the teachers and other staff to create a system using the established rubrics to evaluate student proficiency	Embed 21st century and digital literacy skills into all content areas and courses. Work with the teachers and other staff to create a system using the established rubrics to evaluate student proficiency	.2 Admin FTE $16,000	.2 Admin FTE $16,000

Action 3

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

The college and career counselor will work with staff from different departments develop and implement a plan for ensuring graduates create a comprehensive graduation portfolio	A college and career counselor was not hired as the duties were roped into another staff members role.	Already accounted for - included with college and career counselor	$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff from the charter school and vocational training programs will work together to ensure that all students are aware of the different employment options provided through SJCCCS	Staff from the charter school and vocational training programs provided workshops and options for different employment options provided through SJCCCS	$0 supported in-house	$0

Action 5

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

Create a work experience class and develop external partnerships to provide work readiness training and job placement for students requiring employment to support themselves while attending school	School admin worked to develop external partnerships to provide work readiness training and job placement for students requiring employment to support themselves while attending school	.5 FTE of school support staff $30,000	.5 FTE of school support staff $30,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter school staff works with the job training department to complete and file the paperwork for the preliminary CTE credential	Still a goal as the CTE credential paperwork still is in the process of being completed	.1 FTE $8,000	$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration works with teacher and other staff to develop a social emotional learning rubric that can be used to evaluate students in an ongoing manner. The rubric will be piloted with a small group of students	The rubric was not implemented	.1 Admin FTE $8,000 $500 Teacher stipends	$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Work with YouthBuild AmeriCorps program to ensure that students are aware of community service opportunities to complete required community service hours.	YouthBuild AmeriCorps program provided community services opportunities to charter school students	$0 supported by in-house program	$0

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No college and career counselor was hired

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

For the 19-20 school year, more metrics and actions/services have been added for two reasons. First, there needs to be a stronger emphasis on college and career readiness for all students. SJCC+CS needs to do a better job of not only getting students their diplomas but making sure they have the hard and soft skills needed to succeed posthigh school.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Faculty and Staff meetings & annual survey in April and May
Students survey completed in December
Management Team Meeting May
Board of Directors meeting in June

Impact on LCAP and Annual Update

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

These consultations helped to inform the creation of the LCAP/Annual review for the upcoming year by identifying particular areas of growth and student needs.
- Need more comprehensive wraparound services to help students overcome barriers to coming to school
- Explore school models that allow for more flexibility of student schedules
- Provide attendance incentives
- Other ways for students to earn credits (faster, selfpaced)
- Better preparation for students' next steps
- Better food

Goals, Actions, & Services

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

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

Modified

Goal 1

Provide a high quality and comprehensive instructional program

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The cornerstone of any school is the instructional program it provides. The primary focus of SJCCCS is to help students earn their high school diploma. For the 1920 school year SJCCCS is focusing heavily on its instructional model and how the program is supporting students in completing their degree and preparing students for success after graduation. From stakeholder feedback, two major needs were identified (1) increased and on-going professional development for teachers and staff and (2) the use of an instructional model that better fits of the needs the diverse populations SJCCCS serves.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher Rate (core courses: Math, Science, English, Social Science)	100%	N/A	N/A	100%
Growth on common reading assessment	60%	N/A	N/A	65%
Growth on common math assessment	60%	N/A	N/A	65%
Implementation of Common Core State Standards for Englishas measured by classroom observations and teacher planning documents	80%	N/A	N/A	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Common Core State Standards for English as measured by classroom observations and teacher planning documents	80%	N/A	N/A	100%
Implementation of English Language Development Standards as measured by classroom observations and teacher planning documents	60%	N/A	N/A	80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Next Generation Science Standards- as measured by classroom observations and teacher planning documents	70%	N/A	N/A	80%
English learner reclassification rate as measured by the ELPAC assessment	15%	N/A	N/A	20%
Percent of students with an individualized learning plan (academic and career)	80%	N/A	N/A	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students making academic progress each grading period by passing a minimum of five classes each grading period	65%	N/A	N/A	70%

Planned Actions/Services

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

Action #1

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	New teacher support for the completion of the California Teacher Induction Program (CTIP)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$7,000
Source	N/A	N/A	General Fund
Budget Reference	N/A	N/A	5800

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Purchase Edgenuity MyPath assessments for English and Math. All students will be assessed upon entry to school and then continuously throughout the school year.

Budgeted Expenditures

6/26/2019

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$6,500
Source	N/A	N/A	General fund
Budget Reference	N/A	N/A	4200

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

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

| | | Modified |

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Ongoing professional development throughout the school year, including, but not limited to: Using data for instruction and student interventions, including formative and summative assessment Reading and writing across the curriculum Passing the cognitive load Instructional planning aligned to CCSS, NGSS, and ELD standards Embedding 21st century skills Project Based Learning Using technology in the classroom STEM/STEAM Working with students in an alternative setting Building a college going culture in the classroom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	$500teacher stipends $5,000conferences and other outside professional development
Source	N/A	N/A	Supplemental and base grant funding
Budget Reference	N/A	N/A	1300 1100 5200 5800

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	1.0 FTE Education Navigator $50,000
Source	N/A	N/A	Supplemental and base funding
Budget Reference	N/A	N/A	1200

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Increase course offerings for all students by purchasing an online, blended learning platform English language learners A-G Courses

| | Advanced learners |
| | Career Technical Education Courses |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$8,000 Cyber High $20,250 Edgenuity
Source	N/A	N/A	Supplemental and concentration grant
Budget Reference	N/A	N/A	4200

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 7, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	71.43%	N/A	N/A	75%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stay Rate	62%	N/A	N/A	65%
Chronic Absenteeism Rate	80%	N/A	N/A	70%
Graduation rate (based on school year enrollment)	24.36%	N/A	N/A	30%
Dropout Rate	62.95%	N/A	N/A	50%
Suspension Rate	00.3%	N/A	N/A	0%
Expulsion Rate	0%	N/A	N/A	0%
Graduation Rate-based on students entering who are grad eligible	65%	N/A	N/A	70%

Planned Actions/Services

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

Action #1

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

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

-PBIS
-Attendance incentives
-Academic incentives

Budgeted Expenditures

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

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Establish new partnerships and further develop existing partnerships to provide comprehensive wraparound services for students. Including, but not limited to: Drug and alcohol counseling Behavioral/emotional counseling Social workers/case manager Housing: short and longterm Streamlined access to social services: WIC, CalFresh, General Assistance, CalWorks/CalLearn Transportation Employment services including work readiness and job placement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	1.0 Education Navigator $50,000
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1300

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Upon entry, all students will complete a self-sufficiency assessment which will be used to drive partnerships and connect students to stabilization resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	1.0 Education Navigator $50,000
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1300

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	$0 supported in house
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

		Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning. (Duplicate from Goal #1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	1.0 Education Navigator $50,000
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1300

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

Modified

Goal 3

Students will be college and/or career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 7, 8

Local Priorities:

Identified Need:

A high school diploma alone is not enough to enable current students and graduates to be successful in the world outside of high school. They need a robust set of hard and soft skills that make them competitive in the job market and will translate to postsecondary education (community college and/or vocational training). From stakeholder feedback, it was identified that more needs to be done to explicitly develop these skills as well as support graduates as they transition out of SJCCCS.

Expected Annual Measureable Outcomes

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

Percent of students showing proficiency on 80% of 21st century skills as measured by the rubric	30%	N/A	N/A	35%
Completion of a comprehensive graduation portfolio	10% of graduates	N/A	N/A	25% of graduates
Students completing the FASFA	65% of grduates	N/A	N/A	70% of graduates
Participation in SJCC+CS vocational training program/career technical education	30%	N/A	N/A	40%

6/26/2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student enrolled in work-readiness/experience classes either with SJCC+CS or with an outside organization	25%	N/A	N/A	30%
Percent of graduates completing 10 hours of community service hours	100%	N/A	N/A	100%
Graduates engage in postsecondary activities College Training (including training programs an preapprenticeships programs) Career aligned employment	35%	N/A	N/A	40%

Planned Actions/Services

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

Action #1

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Hire a Education Navigator to work with students on academic and career plans, coordinate postsecondary exposure

activities such as presentations and visits, conduct FASFA workshops, and any other activities and actions related to post-secondary readiness and placement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$50,000
Source	N/A	N/A	General fund and supplemental
Budget Reference	N/A	N/A	1200 or 2200

Action #2

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

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

N/A | N/A

OR

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

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

| English Learners, Foster Youth, Low Income | LEA-Wide | All Schools |

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	The Education Naviagtor will work with staff from different departments develop and implement a plan for ensuring graduates create a comprehensive graduation portfolio.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Already accounted for included with Education Navigator
Source	N/A	N/A	General and supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1200 or 2200

Action #3

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

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

OR

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

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

Actions/Services

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

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

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

Budgeted Expenditures

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

Action #4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Work with YouthBuild AmeriCorps program to ensure that students are aware of community service opportunities to complete required community service hours.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

N/A

Percentage to Increase or Improve Services

N/A

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

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

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

N/A

Percentage to Increase or Improve Services

N/A

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

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

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$391,052

Percentage to Increase or Improve Services

N/A

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

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

Due to the high percentage of unduplicated students at SJCCCS, any action or service chosen is designed to have an impact on all students. For example, the use of professional development to improve instruction will include targeted sessions, such as better supporting English language learners, and more broad topics, such as using data to plan and improve instruction, that will positively impact all students. Additionally, there are many students at the school who have undiagnosed learning disabilities, everything SJCCCS does, including planning professional development and choosing curriculum, is done to meet the needs of these learners. Lastly, the push for increased access for wraparound services to improve attendance and graduation will support all students. However, the subpopulations SJCCCS serves will benefit quantitatively and qualitatively more.