LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Joaquin Building Futures Academy
CDS Code: 39 10397 0121723 1198
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Sean Morrill, Division Director

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

This chart shows the total general purpose revenue San Joaquin Building Futures Academy expects to receive in the coming year from all sources.

The total revenue projected for San Joaquin Building Futures Academy is $2,126,993, of which $1,467,725 is Local Control Funding Formula (LCFF), $29,444 is other state funds, $457,382 is local funds, and $172,442 is federal funds. Of the $1,467,725 in LCFF Funds, $366,945 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.

San Joaquin Building Futures Academy plans to spend $2,128,164 for the 2019-20 school year. Of that amount, $1,725,165 is tied to actions/services in the LCAP and $402,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Other General Fund budget expenditures include those for cost of overhead, unrestricted lottery & restricted programs such as Lottery and other Grants allocated to the charter.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, San Joaquin Building Futures Academy is projecting it will receive $366,945 based on the enrollment of foster youth, English learner, and low-income students. San Joaquin Building Futures Academy 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 Joaquin Building Futures Academy plans to spend $366,945 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what San Joaquin Building Futures Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Joaquin Building Futures Academy 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 Joaquin Building Futures Academy's LCAP budgeted $108,755 for planned actions to increase or improve services for high needs students. San Joaquin Building Futures Academy estimates that it will actually spend $70,070 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-38,685 had the following impact on San Joaquin Building Futures Academy's ability to increase or improve services for high needs students:

- There was not a need for subs costs for field trips and quests because they were on Fridays when students are not on campus.
- Not as many bus passes were purchased.
- Actual cost for online curriculum was less.
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)
California School Dashboard: 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.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Joaquin Building Futures Academy</td>
<td>Sean Morrill Division Director</td>
<td><a href="mailto:smorrill@sjcoe.net">smorrill@sjcoe.net</a> (209) 468-9294</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

San Joaquin Building Futures Academy is a charter school for 16-24 year olds who have experienced difficulty in completing their high school diploma and learning job skills. We offer small class sizes, multiple support services, a flexible contracted learning schedule, and opportunities to become certified in construction technology and employed in the local community.

SJBFA students have the opportunity to gain valuable job training skills, learn the construction and trade fields, and attend high school at the same time. SJBFA also partners with the Greater Valley Conservation Corps (GVCC), a work readiness program which teaches participants work and life skills through green job training.

There are many obstacles that our student population must overcome to be successful in school. SJBFA works to eliminate all barriers. In 2016, Little Builders opened as a collaborative effort with HeadStart San Joaquin, which provides daycare for the children on site. An early morning leadership class for students, staff, parents, and stakeholders also brought about lively discussions on how to better support an already thriving positive school climate.

As SJBFA always works to improve best practices, staff are ready to provide the many services that are available for SJBFA students. This school year, in the fall of 2018, SJBFA moved from a daily site to a contracted learning site to assist with student work schedules, family responsibilities, and educational needs. Students are provided a class schedule with additional opportunities for tutoring, project based learning, working outside of school, and additional time to complete construction projects without compromising structured core educational time. SJBFA continues to evaluate the needs of students. Stakeholder engagement is always appreciated. Parent, student, staff, and stakeholder feedback is captured in many forms including surveys, quarterly conferences, meetings,
LCAP stakeholder meetings, parent cafes, and meetings with school administration. Students are at the heart of every decision made. SJBFA strives for improvement and growth daily.

Mission: Transforming all students' lives through academic achievement and acquisition of 21st Century skills. We commit to using a comprehensive support system to ensure this happens.

Vision: Our school will be a caring, compassionate, safe learning environment where students and staff are inspired, mentored and realize their full potential as life-long learners. Our students will recognize that they have the knowledge and skills to set and attain goals, identify triggers that hinder progress, problem solve, and accept responsibility for their actions. Our students will empower themselves to become better human beings and positive contributors to their community.

Fall 2018 California School Dashboard Student Demographics:
Hispanic - 66.4%
Asian - 4.8%
African American - 18.5%
White - 4.1%
Two or More Races - 6.2%
Female - 49.31%
Male - 50.69%
Socioeconomically Disadvantaged - 93.8%
English Learners - 17.8%
Foster Youth- 2.1%
Homeless- 2.7%
Student with disabilities- 13%

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

The SJBFA LCAP focuses on ways to improve students’ 21st Century life and career skills, improve course completion and improve graduation rates, build a strong site culture through relationships and utilizing a common language among all staff and students, while improving numeracy and literacy and use assessment data to drive instruction within the classroom.

As seen in Goal 1, 2, and 3, all students including: low-income, English Learner, Foster Youth and Special Education students possess individual areas of academic need. As noted in Goal 1, 21st Century career and technical skills with course completion, increasing YBG completion rates, attendance in leadership development workshops, continued technology support, continued Edmentum/Plato on-line learning, continued Accucess math and reading remediation with WRITE curriculum support, purchasing of Plato licenses, updating the YBG handbook and providing a copy for all seniors, seeking and hiring highly qualified teachers, extending learning opportunities, and ELD intervention will all provide much needed academic support. In addition, professional development in the delivery of instruction of student engagement strategies (Mockingbird Education, Restorative Justice practices, and PBIS models) in the classroom are integral. Updates to the school website to promote programs, services, and job opportunities, expanding community service projects, field trips, and one. Quest events, improvement in student attendance by providing bus passes, snacks, mental health clinician, school counselor, campus safety technician, school uniform shirts, and additional student service technicians; all will continue to be provided to support students in the Building Futures Academy.
In the fall of 2018, stakeholder feedback encouraged a review of the modified contracted learning style site to include more traditional independent learning programs to assist students who have additional outside obligations and are not able to attend school Monday-Thursday on a shortened day. Concerns from stakeholder continued to included more time to complete project based learning assignments without compromising core educational time, ability to work outside of school, flexibility to receive additional learning time/tutoring from core teachers outside of class time, and an ability to take more PLATO classes online if needed for graduation requirements. The modified schedule began in the fall of 2018. The hope was to enroll more students into the SJBFA program and eliminate a wait list of students ready and eager to learn while also assisting students with their outside obligations.

The SJBFA goals include:
Goal 1: Improve students 21st Century Life and Career Skills.
Goal 2: Build a strong site culture through relationships and utilizing a common language among all staff and students.
Goal 3: Improve numeracy and literacy by using assessments to drive instruction within the classroom.

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

After review of performance on the state indicators and local performance indicators, the following progress was identified for 2018-2019 with data gathering tools that included: California School Dashboard, Parent/Student survey, and staff survey.

Greatest Progress in this area: This year the SJBFA moved from a daily site model (which this data was based on) to a contracted learning program to assist with chronic absenteeism that was often related to transportation needs, family obligations, student work schedules, and court appearances. Student attendance is already improving and quality instruction time with the teachers including embedded tutoring is available during the contracted learning schedule. SJBFA also had weekly leadership meetings discussing school culture and PBIS style awards and incentives to increase school spirit and regular school participation.

SJBFA continues to improve capacity for building and growing relationships between the program, students, parents, and the community. From the moment of enrollment and throughout a student's time at SJBFA, academic, physical, and social-emotional development are closely monitored to ensure the greatest opportunity for successful outcomes. SJBFA is committed to developing therapeutic learning environments. SJBFA looks forward to continuing to implement Positive Behavior Interventions and Support (PBIS) strategies during the 2019-2020 school year as well as Restorative Practices training, which will be expanded to include all teachers, administrators, and support staff.

According to the Parent Engagement Survey information, the school climate data showed that 92% of parents agreed or strongly agreed that that their "...child's education is valued by the school."
Additionally, 88% of parents surveyed agreed or strongly agreed that their child receives the academic support needed to meet his/her individual needs. With respect to the school safety and climate survey, 85% of parents strongly agreed or agreed that their child's school was a safe place to learn with 10% answering with a neutral response. SJBFA plans to maintain continued parental engagement by providing communications and translation services in English and Spanish as well as meeting quarterly with students, parents, and teachers through school conferences.

The San Joaquin Building Futures Academy will continue to use a hybrid approach to student learning in full support of the LCAP goals. Chrome books, PLATO software, project based learning, Accucess testing, WRITE approach curriculum, collaboration with local Trade entities, field trips, creation of in-school community construction mini projects, Trade Fairs, Mockingbird Education, Natural High Days, PBIS social skills support, 21st Century job skills instruction, on site teacher mentoring, and reading intervention have all been implemented into the school program to create a life long desire to learn and building confidence in students. Using student, staff, and parent surveys in support of a team approach to listening; SJBFA has responded with programs that improve student behavior, grades, attendance, and provided opportunities to grow into professionals in the Trade Field.

SJBFA will offer Mockingbird Education professional development programs as well as continuing to support the Truancy Task Force efforts to improve daily attendance. New training in PBIS and Restorative Practices strategies and other positive behavior support programs are essential to assisting SJBFA students and efforts to attend school. Bus passes, SJBFA shirts, snacks, clinician services, a campus safety technician, additional student service staff, and appropriate teacher:student ratios are all needed services to improve student attendance and achievement.

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**

After review of performance on the state indicators and local performance indicators, the following needs were identified for 2018-2019 with data gathering tools that included: California School Dashboard, Parent/Student survey, and staff survey.

Suspension Rate: Performance level: Red
Status: 17.1% of students were suspended at least once.
Change: Increase of 6.5%

Greatest Need in this area: Students are currently being suspended at a higher rate in 2018-2019 school year. SJBFA will add in the 2019-2020 school year additional professional development in the area of Positive Behavior Interventions and Support (PBIS), Restorative Practices initiatives. SJBFA staff will also focus on individual student's social-emotional wellness, student schedules that provide for a modified learning schedule for students that have obligations outside of the school day, and additional staff support that will include a designated school counselor, clinician referrals, partnerships with community organization such as Child Abuse Prevention Council, additional college/career field trip opportunities, and more parent participation in site meetings including quarterly conferences with the student's teacher. With a student population relatively small...around
100 students in the past year, the percentages of students suspended may seem more prevalent than actual numbers of students suspended. The suspensions are a relatively small number given the obstacles and challenges many of the students have to overcome including returning to school for their education as adults.

Graduation Rate: Performance level: Red
Status: 52.5% Graduated from SJBFA
Change: Increased 12.5%

Greatest Need in this area: Graduation rates are now measured differently than in the past. Requirements include being in 11th or 12th grade, enrolled for 90 calendar days, with an enrollment gap of less than 30 days. Because of the transiency nature of SJBFA students and the challenges they often face, 52.5% rate is a good place to grow from. 72 students graduated from SJBFA this year. That is the number that is celebrated and shared with other potential graduates for the future. Students are provided personal individual learning plans to assist with graduation completion. The plans are reviewed weekly in class with the teacher and the Career Readiness Technician (CRT). The counselor supports monthly reviews of student transcript and progress. Professional development, data analysis, and alignment of curriculum also were included. (Actions 1.3, 2.4, 3.5, 3.6, 3.3, 3.1, 2.2).

College and Career Readiness: Performance level: Red
Status: 0% Prepared
Change: Maintained 0%

Greatest Need in this area: SJBFA is working towards planning and creating a thriving College Technical Educational (CTE) program. Students are benefited by the current construction-CTE teacher at the site and various partnerships working with SJBFA to support the Trades programs with job placement opportunities and training. A new partnership was recently created with the local Delta Community College program. It is the hope that students will be dual-enrolled in both a high school program through SJBFA and Delta College's thriving CTE program.

Addressing the social-emotional and behavioral needs of the student population, including low income, English Learner, Foster Youth and Special Education students, remains a very high priority. Mental Health Clinicians and a school counselor provide a high level of support for our students and families. After reviewing parent and stakeholder surveys, expanding these services is clearly seen as a need for SJBFA students. Although showing growth and progress in this area, chronic absenteeism continues to be a challenge for students. SJBFA will offer PBIS, Restorative Practices, and Universal Design Learning professional development programs as well as supporting the Truancy Task Force efforts to improve daily student engagement in school. WRITE training strategies are essential to assisting students in all curricular areas (Action 2.1).

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

We did not have any student groups perform two or more performance levels below the "all student" performance for any state indicator. All students and student groups performance levels were in the red and/or orange. All identified actions and services will be focused on increasing the performance for all student groups.
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 Joaquin Building Futures Academy

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.

Utilizing improvement science; staff, stakeholders, students, and administrators met throughout the school year and identified a specific CSI plan that included supporting English Learners and improving school attendance. An English Learner Coordinator, Career Technician, and school counselor will be hired additionally in the new school year to address 1) Student participation in class daily 2) Increase in student participation in all state testing requirements 3) Student completion of graduation requirements 4) Student transition to higher education or career placement. Positive Behavior Interventions and Support, Restorative Practices, and Universal Design Learning (Katie Novacks) professional development will be implemented with fidelity in the 2019-2020 school year to address CSI plans for English Learners and inequities in the program.

Addressing the social-emotional and behavioral needs of our student population, including low income, English Learner, Foster Youth and Special Education students, remains a very high priority. Mental Health Clinicians provide a high level of support for our students and families. After reviewing parent and stakeholder surveys, expanding these services is clearly seen as a need for SJBFA students. Chronic absenteeism continues to be a challenge. SJBFA will offer PBIS, Restorative Practices, and Universal Design Learning professional development programs as well as supporting the Truancy Task Force efforts to improve daily student engagement in school.

WRITE training strategies are essential to assisting students in all curricular areas.

SJBFA collaborated with the San Joaquin County Office of Education's Education Services Division to develop a CSI Plan that included school-level needs, evidenced-based interventions, and an analysis of resource inequities to support increased student outcomes. Based on the Dashboard for Alternative School Settings (DASS), we utilize a one year cohort to determine our graduation rate.

A school wide 7 step comprehensive needs assessment was carried out at all three schools with strategic support provided by the district in creating the CSI plans:

Step 1: Establish a school wide planning team & clarify the vision for reform
Step 2: Create the school profile & identify data sources
Step 3: Analyze the data and current performance level
Step 4: Determine the root causes for performance gaps (utilizing Improvement Science tools and root cause analysis)
Step 5: Identify recommendations to close the gaps
Step 6: Identify how the program will monitor the effectiveness of proposed improvement strategies
**Step 7: Review the evaluation outcomes and determine next steps for the following school year**

### 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.

<table>
<thead>
<tr>
<th>SJBFA will monitor and evaluate the CSI plan and implementation by (1)reviewing data regarding Chronic Absenteeism, (2)English Learner progress toward graduation, (3)English Learner participation rates on State testing requirements, and (4)College/Career Workshop student participation data. Staff will review the information monthly and determine next steps or changes quarterly. The effectiveness of the CSI plan to support student and school improvement will be determined with positive progress being made each month in all four areas of the CSI plan.</th>
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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

To improve students 21st Century Life and Career Skills

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 7: Course Access (Conditions of Learning)  
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 7: Course Access</td>
<td>7A. Broad course of study</td>
<td>7A, B, C: In 17/18, 72 students completed the Youth Build Graduation (YBG) Project. Data verified by PROMIS. This is an increase of 6 students.</td>
</tr>
<tr>
<td></td>
<td>7B. Programs/Services developed and provided to unduplicated pupils</td>
<td>All students, including those who completed their YBG had access to a broad course of study, verified by master schedule.</td>
</tr>
<tr>
<td></td>
<td>7C. Programs/Services developed and provided to individuals with exceptional needs</td>
<td></td>
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</table>

18-19

Priority 7: Course Access

7A, B & C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career readiness course completion.

Baseline

Priority 7: Course Access
7A, B, C  In 2015-16, 72 students completed their Youth Build Graduation (YBG) Project. All students, including those who completed their YBG had access to a broad course of study, verified by master schedule.

### Metric/Indicator

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>8. Other Pupil outcomes</td>
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</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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<tbody>
<tr>
<td>18-19</td>
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<td></td>
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<tr>
<td>8. Other Pupil outcomes</td>
<td></td>
<td></td>
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<tr>
<td>8A. Increase completion of Leadership Development Workshops.</td>
<td></td>
<td>8A: SJBFA maintained the student participation in the Leadership Development Workshop program.</td>
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<tr>
<td></td>
<td>Maintain or increase community service hours completed by students.</td>
<td>SJBFA students completed a total of 5400 community service hours through the Professional Portfolio Graduation requirement.</td>
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<tr>
<td></td>
<td>Refer students for Mental Health Services as needed.</td>
<td>8C: Students were referred to mental health services as needed.</td>
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</table>

### Baseline

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Expected</th>
<th>Actual</th>
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<tbody>
<tr>
<td>8. Other Pupil outcomes</td>
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<tr>
<td>8A. In 2015-16 the number of graduates increased by 31. This is a direct correlation with an increase in overall College/Career Readiness Course completion as well as Leadership Development Workshops.</td>
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<td></td>
<td>2015-2016 Community Service Hours: 11,000 (verified by AmeriCorps)</td>
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<td>2015-2016 Students were referred for Mental Health Service as needed.</td>
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<tr>
<td></td>
<td>(verified by referral log)</td>
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</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
</table>
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Review and modify YBG Handbook and print handbooks for all seniors.</td>
<td>YBG Handbooks were printed and updated for all seniors to assist with graduation and credit review.</td>
<td>4000-5999: Supplies and Service Supp/Conc $576</td>
<td>4000-4999: Books And Supplies Supp/Conc $1,630.00</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td></td>
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</tr>
</tbody>
</table>

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 Rubrics, as applicable.

During the 2018-2019 school year, the actions/services for Goal 1 were implemented as planned.

**Goal 1: To improve students 21st Century Life and Career Skills**

1.1 Actions and services were implemented with high fidelity. PLATO online services were maximized to provide all students with the opportunity to earn additional credits and support graduation completion. Technology staff provided support for SJBFA with 1:1 Chromebook accessibility for students. Qualified teachers provided instruction for all students in the SJBFA program. One additional teacher was added to support SJBFA students as the program moved to a modified instructional day.

1.2 Actions and services were implemented with high fidelity. With the new modified instructional day, staff made adjustments to the YBG Handbook to meet the needs of the student population. Staff met each day before and after regular instructional time to collaborate and share best practices. Regular student participation was essential to understanding the YBG Handbook, credit recovery, and graduation completion. Students were encouraged to participate in weekly Leadership opportunities within the school to build a strong culture and climate at the site. Administration worked collaboratively with students to assist with graduation completion based on each individual student’s situation. Staff continue to review YBG courses for students within 20 credits of graduating on an individual basis. In Collaboration and Planning Meetings (CAP), teachers discuss student progress and ways to assist students that begin to struggle with their graduation completion goals.
SJBFA has declining enrollment and this has been a challenge for securing funding for the program. Grants and Federal funding have also been exhausted to this point. SJBFA will continue to seek assistance from all stakeholders and work to address the needs of the students that includes the completion of their high school diploma and also gaining valuable construction and trade skills for future occupational and career goals.

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

The overall effectiveness of the actions and services to achieve the articulated goal as measured by SJBFA were implemented with fidelity and include (1.1) PLATO was purchased and online services for all students needing remediation support, elective classes, more challenging curriculum classes, and credit recovery were made available for all students. PLATO licenses were used to further career and college research as well as analyzing student strengths, weaknesses and provide teachers with data to support student learning and growth in core on-line subject areas.

SJBFA staff were diligent in working on the YBG handbook and provided support for all students, which was reflected in the current handbook and current graduation rates. All seniors received the updated YBG handbook. The modified schedule allowed teachers to further spend more individualized time with students on credit recovery and graduation goals.

During the 2018-2019 school year, all of the actions and services for Goal 1 were implemented as planned. All students have access to standards based curriculum through the use of textbooks and/or PLATO on-line learning platform. SJBFA continued the work of the curriculum writing team developing the ELA score and sequences and alignment to ELD standards for all high school levels. In 2018-2019, the History Textbook Adoption Committee reviewed and began the implementation of History Standards Based Curriculum for SJBFA teachers. At CAP meetings, Textbook Adoption Committee members provided on-going support to teachers so that they are able to provide Standards Based history instruction to all students related to core curriculum, instruction, and assessment in a safe, nurturing learning environments. Standards aligned materials and resources were available for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SJBFA defines a material differences as any action that did not occur (nothing spent for it) or any estimated actual expenditure that had a difference of 20% above or below and over $20,000 of the estimated budgeted expenditure. Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

1.1: History curriculum was adopted and purchased.
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.

Action 1.1 was modified to include services from 2018-2019 LCAP action 3.2.

Based on stakeholder feedback and review of data; all actions and services will continue in 2019-2020.

During the 2018-2019 school year, all of the actions and services for Goal 1 were successfully implemented.

The following action was added to support students with the CSI plan.
1.3 Staff collaboration focusing on data analysis and alignment of curriculum
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2
To build a strong site culture through relationships and utilizing a common language among all staff and students.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
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<tbody>
<tr>
<td><strong>Priority 3: Parent Involvement</strong></td>
<td></td>
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<tr>
<td>3A.</td>
<td>Efforts by district to seek parent input in decision making.</td>
<td>3A, B, C: For the first semester of 18/19 there were a total of 70 parent/teacher conferences held at the BFA program. Parent/teacher conference participation/attendance increased from 52.24% in quarter 1 to 60.5% in quarter 2 of the 18/19 school year. This will continue to be an area of emphasis moving forward. Parent surveys were conducted in both Q1 and Q2 to provide parents the opportunity for input.</td>
</tr>
<tr>
<td>3B.</td>
<td>How the district will promote parental participation for unduplicated pupils.</td>
<td>3A, B, C: A total of 12 Parent Cafe's were scheduled for the 17/18 school year. Parents were encouraged to attend. CAPC (Child Abuse Prevention Council) ran the Parent Cafe's and currently hold the sign in sheets.</td>
</tr>
<tr>
<td>3C.</td>
<td>How the district will promote parental participation in programs for individuals with exceptional needs.</td>
<td>3C: 100% of parents, guardians, and education rights holders are invited to and participate IEPs. Data related to students with IEPs is maintained in the Special Education Information System (SEIS)</td>
</tr>
</tbody>
</table>

18-19  
Priority 3: Parent Involvement

3 A, B, C. Increase Parent-Teacher Conference attendance.

3A, B, C. Encourage and increase parental participation in Parent Café.
**Expected**

3C. Encourage parental participation in the IEP process to maintain 100% participation.

**Baseline**
Priority 3: Parent Involvement

3A, B, C. In 2015-2016 Parent-Teacher Conferences: 62% attended, verified by sign-in sheets.

3A, B, C. In 2015-2016 Parent Cafe: 8 attendees weekly, verified by sign-in sheets.

3C. In 2016-2017 100% of parents participated in the IEP process for qualified students, verified by SEIS.

**Metric/Indicator**
Priority 5: Pupil Engagement

5A. School Attendance
5B. Chronic Absenteeism
5C. Middle school dropout rate
5D. High school dropout rate
5E. High school graduation rate

**Actual**

5A: In the 17/18 school year, attendance rates at BFA decreased by 1% from 63% to 62%. Data is verified from the student information system, Promis.

5B: Chronic Absenteeism: In the 17/18 school year, attendance rates at SJBFA decreased by .5% from 89.5% to 89%. Data is verified from the student information system, Promis. This was verified from data quest.

Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend.

In 2017-2018, SJBFA had a decrease of 0.5% (187 students/89%) students with chronic absenteeism.

Chronic absenteeism data is verified as reported to CALPADS in the End of Year 3 data submission. Data is verified by Dataquest.

5C: N/A

5D: In the 17/18 school year, the high school drop out count decreased from 77 students in 16/17 to 53 students in 17/18. Data is verified via PROMIS.

Drop out count is reported instead of drop out rate. See explanation below regarding dropout calculations for alternative schools.

**18-19**
Priority 5: Pupil Engagement

5A Increase attendance rates.
5B Decrease Chronic Absenteeism rates.
5C n/a
5D Decrease High school dropout rates.
5E Increase High school total graduates.

**Baseline**
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 5: Pupil Engagement</td>
<td>Dropout terms for dataquest reports are included below. In addition to students marked with a drop out exit code students who are considered lost transfers are also included per the dropout terms defined below:</td>
</tr>
<tr>
<td>5A 2015-2016 Daily Attendance: 69.5%, verified by PROMIS.</td>
<td>Drop out terms:</td>
</tr>
<tr>
<td>5B 2015-2016 Chronic Absentees: 86 Students total, verified by PROMIS.</td>
<td>Adjusted Dropouts - Reported Grade 9-12 Dropout Total minus Reenrolled Grade 9-12 Dropouts plus Grade 9-12 Lost Transfers. Reenrolled Dropouts - Students initially reported as dropouts but subsequently found to be enrolled in another California public school district.</td>
</tr>
<tr>
<td>5C BFA serves students age 16 - 24 years of age, therefore does not calculate middle school dropout rates.</td>
<td>Lost Transfers - Students reported as having transferred to another California public school but not found enrolled in another California public school or students reported as exiting for the summer, but not found enrolled in the fall.</td>
</tr>
<tr>
<td>5D 2015-2016 Dropout Rate: 44.6%, verified by PROMIS</td>
<td>Alternative School Dropout Rates</td>
</tr>
<tr>
<td>5E 2015-2016 Graduation Rate: 72 graduates, verified by PROMIS.</td>
<td>Dropout rate calculations are not posted for SJBFA because of constraints in interpreting these calculations with high mobility schools. Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM).</td>
</tr>
<tr>
<td></td>
<td>The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time.</td>
</tr>
<tr>
<td></td>
<td>It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.</td>
</tr>
<tr>
<td></td>
<td>5E: In the 17/18 school year the graduate count increased from 66 students in the 16/17 school year to 72 students in the 17/18 school year. Data verified by PROMIS.</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Priority 6: School Climate</td>
<td></td>
</tr>
<tr>
<td>6A. Pupil suspension rate</td>
<td></td>
</tr>
<tr>
<td>6B. Pupil expulsion rate</td>
<td></td>
</tr>
<tr>
<td>6C. Other local measures, including surveys of pupils, parents, and teachers on safety and school connectedness</td>
<td><strong>Baseline</strong> Prior: 6: School Climate</td>
</tr>
<tr>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate</td>
<td></td>
</tr>
<tr>
<td>6A. Decrease suspension rates.</td>
<td></td>
</tr>
<tr>
<td>6B. Maintain expulsion rate 0%.</td>
<td></td>
</tr>
<tr>
<td>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</td>
<td><strong>Baseline</strong> Prior: 6: School Climate</td>
</tr>
<tr>
<td><strong>Priority 6: School Climate</strong></td>
<td><strong>Baseline</strong> Prior: 6: School Climate</td>
</tr>
<tr>
<td>6A. 2015-2016 Pupil suspension rate: 78 total suspensions, verified by PROMIS.</td>
<td></td>
</tr>
<tr>
<td>6B. 2015-2016 Pupil expulsion rate was 0, verified by PROMIS.</td>
<td></td>
</tr>
<tr>
<td>6C. 2015-2016 Climate survey produced several positive statements that show the culture of BFA is positive and engaging. Students feel very comfortable at the schoolsite and believe that the staff works to create a positive nurturing environment. According to the survey there were several students that were bullied when attending other schools and therefore, it is a goal that all students receive bullying curriculum through an on-line program. 87% of students feel that the staff makes learning interesting. 80% of students enjoy being in school.</td>
<td></td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Provide further professional development with Mockingbird Education and research additional training opportunities that focus on student engagement strategies and resiliency.</td>
<td>Provided professional development utilizing the Mockingbird Education and research training that provided the opportunity to build site culture and focus on student engagement strategies and resiliency.</td>
<td>4000-4999: Books And Supplies Supp/Conc $654</td>
<td>4000-4999: Books And Supplies Supp/Conc $640.00</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>2.2 Expand Community Service Projects, field trips and Quests created by the school advisory council, staff, and partners and hire consultants to conduct mental toughness/site culture activities.</td>
<td>Community Service Projects were expanded to include field trips, Quests, and other job related experiences. The school advisory council, staff, students, and partner groups participated to include Restorative Practices, PBIS, and site culture activities. These activities occurred on Fridays so no sub costs were needed.</td>
<td>1000-1999: Certificated Personnel Salaries Supp/Conc $7,500</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits Supp/Conc $1,515.50</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Supp/Conc $6,550</td>
<td>5000-5999: Services And Other Operating Expenditures Supp/Conc $5,772.00</td>
</tr>
<tr>
<td>Action 3</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>2.3 Increase school attendance and improve site culture by providing supportive services; i.e., bus passes, snacks, mental health referrals, a Campus Safety Technician, and school uniform shirts.</td>
<td>School attendance improved significantly with the change to a contract learning program. Students continued to be provided with supportive services that included bus passes, snacks, nutrition, mental health referrals, end of the year BBQ celebration, and a Campus Safety Technician. T-shirts were not needed due to inventory on hand.</td>
<td>2000-2999: Classified Personnel Salaries Supp/Conc $28,949</td>
<td>2000-2999: Classified Personnel Salaries Supp/Conc $28,950.07</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits Supp/Conc $17,750</td>
<td>3000-3999: Employee Benefits Supp/Conc $17,594.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies Supp/Conc $1,000</td>
<td>4000-4999: Books And Supplies Supp/Conc $1,041.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Supp/Conc $10,000</td>
<td>5000-5999: Services And Other Operating Expenditures Supp/Conc $3,637.00</td>
</tr>
</tbody>
</table>
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.

During the 2018-2019 school year, the actions/services for Goal 2 were implemented as planned.

Goal 2: To build a strong site culture through relationships and utilizing a common language among all staff and students.

2.1 Actions and services were implemented with high fidelity. Mockingbird Education training was provided to promote student resiliency, high school graduation completion, positive school culture, and student engagement strategies. In the past, there was follow up training in December, however staff have dropped the December training as a cost saving option but have included Mockingbird Education in their regular curriculum and school culture building work.

2.2 Actions and services were implemented but could have been used more thoughtfully with careful understanding of the desired outcome of the action. A total of seven quests were offered during the 2018-19 school year. The Quests included the Honor Quest, one.InnerDiscovery, Natural High Day, San Francisco Opera Trip, Fun Run, Hike Quest, March Madness Basketball game, and the Concept of one Leadership Activities. In addition, seniors took part in Senior Week at SJCOE September 24-28, students took part in the TRU Hope Summit at the Stockton Sports Arena October 19, and 2019 Grad Night taking place on May 31st at Great America Park in San Jose. A Prom Committee was formed and led by students from a variety of school sites. Prom was held April 26. SJBFA staff attended many professional development activities during the school year and modified schedule allowed more flexibility to invite additional teachers and staff in the Quest program. During the 2018-2019 school year, SJBFA had administrative leadership changes including in house movements with only one Principal at the site. With further analysis of action 2.2, the current principal is continuing to build a strong site culture with a shared common language among the staff and students.

2.3 Actions and services were implemented with high fidelity. SJBFA staff were concerned with the daily attendance rates of their students. Bus passes, snacks, mental health referrals, a campus safety technician, school uniform shirts, and a strong SJBFA school culture have all been helpful to the program. Mental health referrals were made by all staff but requires students and families to follow through with those resources, which can often get lost in daily life. Although all actions were fully implemented, attendance rates continue to remain a challenge for our students. Improvement with attendance has been helped with the flexible modified learning schedule.

Some of the challenges of goal 2 implementation included not having enough transportation for Quests and students not following through with permission slips in a timely manner. Students are very transient in the program and the school is working toward building a strong site culture by continuing to build relationships with students. The bus line recently changed their schedule and that greatly impacted many students ability to get to school on time. By working with local agencies, the schedule was changed to accommodate student school schedules. This has helped improve student attendance at the site.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions and services to achieve the articulated goal as measured by SJBFA were implemented with fidelity and include 2.1 Mockingbird Education and Mental Toughness Professional Development to build a strong learning and nurturing site culture and community, 2.2 Community Service Projects and Quests, and Staff Development, and 2.3 Staff to support improved school attendance.

During the 2018-19 school year, the actions and services for Goal 2 were implemented as planned. Students were evaluated by our Student Services staff and School Nurse at the time of enrollment and directed to appropriate community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff. Truancy Task Force Meetings were held quarterly. School district officials, the District Attorney’s Office, Probation 654 officers, School Resource Officers, Teachers, Counselors, and representatives from the Child Abuse Prevention Council attended the meetings and truancy sweeps which were facilitated by our Coordinator of Truancy Support. Bilingual staff members took part in truancy sweeps and home visits, as needed. Attendance goals were established and incentives provided to individual students and school sites throughout the year. The Attendance Leadership Committee convened in regularly to review attendance data and make recommendations for future incentives. Although one STOP Mental HealthClinicians collaborated with our Student Services team, teachers, counselors, administrators, and our School Nurse to ensure necessary support for all students. Behavior support curriculum/strategies were integrated into daily lessons. Student attendance patterns were monitored throughout the program with the modified schedule program. Students with identified attendance problems were supported by teachers, counselors, site administrators, and 654 truancy intervention staff. Home visits were conducted, as needed.

All unduplicated student groups were provided with community resources at the time of enrollment and throughout their time in SJBFA. Support was provided by Student Services staff, administrators, counselors, and the Foster/Homeless Services Director. Foster Youth Director, Director of Curriculum and Assessment, Director of Student Services, support staff, and all administrators tracked attendance of student groups.

At the time of enrollment, all student groups were assessed based on referral and parent/guardian feedback to determine mental health needs. Mental health clinicians and/or community-based resources were assigned accordingly. SJCOE Foster/Homeless Services Director, administrators, counselors, Probation 654 staff, and support staff provided ongoing truancy intervention supports such as home visitations, parent/guardian conferences, transportation and collaboration with school districts for all unduplicated student groups. The Campus Security Technician (CST) and the Career Readiness Technician (CRT) were available daily at the site to support SJBFA’s positive school culture and environment. The CST and CRT assisted with school safety, nutrition breaks, attendance, and parent engagement. The Foster Youth Liaison, counselor, and support staff monitored daily attendance of all Foster Youth, Low Income, English Learners, and re-designated English Learners and provided one on one counseling, home visitations, and referrals to community-based resources, as needed.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SJBFA defines a material differences as any action that did not occur (nothing spent for it) or any estimated actual expenditure that had a difference of 20% above or below and over $20,000 of the estimated budgeted expenditure. Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

No actions in goal two meet this criteria.

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.

Goal 2.1 was modified. The action now states: "Staff will participate in professional development designed to support the academic and behavioral needs of students."
The following goal was added to support students for the CSI plan:

The following action was added to support students with the CSI plan.

2.4 Disaggregate and analyze site specific data including attendance and graduation data to identify resources to promote positive attendance and graduation completion.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3
To improve numeracy and literacy by using assessments to drive instruction within the classroom.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1: Basic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A. Teachers appropriate assigned and fully credentialed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B. Access to instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C. Facilities are maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19 Priority 1: Basic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A. 100% of teachers will be assigned appropriately.</td>
<td></td>
<td>1A. In the 18/19 school year 100% of teachers (6) were fully credentialed and appropriately assigned.</td>
</tr>
<tr>
<td>1B. 100% students will have access to instructional materials.</td>
<td></td>
<td>1B. In the 18/19 school year, 100% of students had access to instructional materials at the BFA program. Data is verified via the School Accountability Report Card (SARC).</td>
</tr>
<tr>
<td>1C. Facilities will be maintained in good repair.</td>
<td></td>
<td>1C. In the 18/19 school year, 100% of facilities were maintained in good repair at the BFA program. Data is verified via the School Accountability Report Card (SARC).</td>
</tr>
</tbody>
</table>
### Expected

**Baseline**  
Priority 1: Basic

1A. 2015-2016 data: 100% of teachers were assigned appropriately, verified by SARC.

1B. 2015-2016 100% students had access to instructional materials, verified by SARC.

1C. 2015-2016 Facilities were maintained and in good repair, verified by SARC.

**Metric/Indicator**  
Priority 2: Implementation of State Standards

2A. Implementation of SBE-adopted standards

2B. How programs/services enable English Learners to access the CA Standards and ELD Standards

**18-19**  
Priority 2: Implementation of State Standards

2A. 100% of teachers will be trained in CA standards aligned curriculum.

2B. Offer curriculum and instructional strategies for EL students.

**Baseline**  
Priority 2: Implementation of State Standards

2A. 100% of teachers were trained in CA standards aligned curriculum, verified by 2016-2017 professional development schedule/plan.

2B. All EL students were offered EDGE Curriculum in an ELD course, verified by 2015-2016 master schedule/class rosters.

### Actual

2A. In the 18/19 school year, 100% of SJBFA program teachers were trained in Common Core State Standards, as well as the English language development standards.

2B: One hundred percent of English learners had access to CCSS and integrated and designated ELD in the 2018-19 school year. The WRITE approach, ESL Reading Smart, Edge, and newly adopted SpringBoard ELD curriculum were available to all BFA English learner students. The WRITE approach was in year 2 of implementation and continues to be monitored by the administration.

**Metric/Indicator**  
4D. EL progress (CELDT)

4E. EL reclassification rate

The 15/16 baseline data was based on the CELDT data file. The 16/17 data was reported by Dataquest. The 17/18 data is reported by the Dashboard.

17/18 is the first year that Building Futures Academy has Dashboard data. English Learner dashboard data reflects the English Language Proficiency Assessments California (ELPAC) Results.
Expected

18-19
4D. Increase the percentage of English Proficient Students.

4E. Increase the EL reclassification rate.

Baseline
4D. 2015-2016 16.4% English Proficient Students, verified by CELDT.

4E. 2015-2016 EL reclassification rate was 19%, verified by PROMIS.

Actual

In the 17/18 school year, there were a total of less than 11 students that completed the ELPAC assessment at Building Futures Academy therefore the data is not displayed on the dashboard or via dataquest. Data is verified by the California School Dashboard.

4E. The percentage of EL students reclassified at the SJBFA decreased from 14.3% (2 students) in 16/17 to 0% (0 students) in 17/18.

Data is verified by Dataquest.

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.

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td>3.1 Purchase the Illuminate Education License</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td>3.2 Provide Edmentum online program and credentialed staff will address ELD and basic skills deficiencies during the modified schedule school day.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Staffing will increase with a modified schedule to accommodate additional students. Additional positions being added for the 2018-2019 school year after careful stakeholder review include: 1 additional full time teaching position, 1 additional student service technician to support modified schedule paperwork.</td>
<td>Staffing increased by 1.0 FTE with a modified schedule to accommodate additional students. The staffing changes noted above reflect a review of the modified schedule format. BFA recruited and hired qualified teaching staff to support all students.</td>
<td><strong>1000-1999: Certificated Personnel Salaries Base $511,045</strong></td>
<td><strong>1000-1999: Certificated Personnel Salaries Base $537,143.00</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3000-3999: Employee Benefits Base $345,053</strong></td>
<td><strong>3000-3999: Employee Benefits Base $343,083.11</strong></td>
</tr>
</tbody>
</table>

### 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.

During the 2018-2019 school year, the actions/services for Goal 3 were implemented as planned.

Goal 3: To improve numeracy and literacy by using assessments to drive instruction within the classroom

3.1 Actions and services were implemented with fidelity. Illuminate software was purchased for student use in the classroom and on Chromebooks.

3.2 Actions and services were implemented with fidelity. SJBFA continued to provide a strong academic program with continued support of Edmentum on-line programming and training.
3.3 Actions and services were implemented with high fidelity. SJBFA had a modified contracted learning schedule for the 2018-2019 school year. With this instructional change, one additional teacher was hired at the site to support thoughtful student to staff ratios.

Some of the challenges of Goal 3 implementation included hiring teachers to support the social emotional situations of SJBFA students. New teachers were in need of mentoring, induction, and intern support that also included how to meet the educational and social/emotional needs of all students.

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

The overall effectiveness of the actions and services to achieve the articulated goal as measured by SJBFA were implemented with fidelity and include (3.1) Purchasing Illuminate Education License provides grading and feedback to students and supports with online assessment tools. (3.2) Edmentum was purchased and used to assess student strengths, weaknesses and provide teachers with data to support student learning and growth in math and reading. (3.3) Staffing-this action is being fully implemented.

During the 2018-19 school year, all of the actions and services from Goal 3 were successfully implemented.

Three optional professional development days (separate from the regular school calendar) specifically targeting social emotional and learning opportunities were offered to teachers and staff and included support with truancy, student wellness, curriculum, EL student support, classroom management, Restorative Practices, and Positive Behavior Interventions and Support (PBIS). One of the primary focuses for teacher professional development was the continued SJBFA school-wide focus in the WRITE approach to improve student literacy, reading, and writing skills. The WRITE curriculum is an approach that uses strategies appropriate for both English Learners and English-speaking students, and emphasizes literacy across all content areas.

In the 2018-2019 school year, administrators received training on conducting teacher evaluations from SJCOE Human Resources. Throughout the year, administrators coordinated with HR for recommendations making sure required procedures were being implemented and followed. All administrators participated in FRISK training. Administrators continued to attend monthly Leadership Academy sessions facilitated by SJCOE-Education Services. Activities during the Leadership Academy sessions included work around a common leadership framework (5 Dimensions of Teaching and Learning) and allowed administrators to work together to develop common language and practices related to classroom observation. During the 2018-2019 school year, the program continued to offer an integrated ELD and designated ELD program.

During the 2018-2019 school year, teachers and staff were provided training in PROMIS (student information system), Illuminate Education, and Accucess. All teachers were provided training in these programs to access student achievement and assessment data. Attendance and behavioral data was also extracted from PROMIS and reviewed by teachers and staff on a regular basis to determine and adjust supports based on student needs. Students who were placed in the designated ELD program accessed the ESL Reading Smart and EDGE curriculum. Students placed in the integrated ELD program received support in their English courses through the EDGE and WRITE curriculum. Placement of students in the appropriate EL programs was monitored by the SJBFA Registrar and SJBFA site principal.
During the 2018-2019 school year the program continued to use EDGE as a reading intervention program as well as Accucess.

Accucess is a diagnostic reading and math assessment that students take three times a year. After the assessment, students are assigned learning modules based on their individual Accucess results to help fill learning gaps in both reading and math.

Both the designated and integrated ELD programs included WRITE, ESL Reading Smart, and EDGE curriculum. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development. The use of ESL Reading Smart and EDGE curriculum was monitored by the Curriculum and Assessment Director, as well as site directors.

SJBFA administration, with the support of SJCOE Human Resources, monitored the hiring and ongoing assignment of instructional staff to maximize support for positive student outcomes.

All students have access to standards based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. During the 2018-2019 school year, the curriculum writing team worked to develop the ELA scope and sequences, including alignment to ELD standards for all high school levels. The integrated math 1A and 1B scope and sequences were developed in the 2016-2017 school year and modified as needed.

During the spring of 2019, the History Textbook Adoption Committee evaluated and voted on appropriate standards-based History curriculum. McGraw-Hill ad a textbook adoption committee evaluated and reviewed options for 7-12 grades ELA/ELD curriculum using the textbook adoption toolkit. ELA/ELD implementation of the SpringBoard curriculum is scheduled for Fall 2018. History Social Science adoption is scheduled for 18/19, and NGSS textbook adoption is scheduled for 2019-2020. The Integrated Math textbook was adopted in 2016-2017 and implementation continued in 2017-2018. Professional learning and training continues with the implementation. WRITE curriculum was adopted and implemented program-wide to support literacy in all content areas during 2017-2018 and utilization of this approach will continue in the coming years. The WRITE curriculum is ELA and ELD standards-aligned. Teachers also have access the Digital Library playlists and connections available by the CDE. Lessons and materials in the Digital Library are standards aligned and provide differentiated instruction for students.

All SJBFA teachers provided ongoing support to all students related to core curriculum, instruction, and assessment in safe, nurturing learning environments. Standards aligned materials and resources were available for all students. Technology needs were supported by our technology staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SJBFA defines a material differences as any action that did not occur (nothing spent for it) or any estimated actual expenditure that had a difference of 20% above or below and over $20,000 of the estimated budgeted expenditure. Original Budget is our best estimate
of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

3.2: Due to the implementation of the modified schedule, students were able to receive these services during contracted teacher time therefore, there were no additional expenses to provide this service.

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

There were changes made to Goal 3, expected outcomes, and actions as noted below.

Goal 3.2 was deleted from Goal 3 but was moved to Goal 1.1 to stay consistent with program needs. Goal 3.3 was modified and now states: 3.3 "Provide core services to support student education in a safe learning environment."
Goal 3.4 was an additional action item added and 3.4 states, "Continue to hire fully qualified staff. Provide assessment materials for Special Education. Provide appropriate technology to supports students with disabilities."

Based on stakeholder feedback and review of data; all actions and services will continue in 2019-2020.

The following action was added to support students with the CSI plan:
3.5 Provide project based learning opportunities aligned to State Standards
3.6 Professional Learning for staff focused on Universal Designed Learning.
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?

The following meetings were held during the 2018-2019 school year in the months of August, September, October, November, December, January, February, March, April, May, and June. The meetings included representation of various stakeholder groups including: parents, students, community members, school site council members, certificated staff, classified staff, administration, and bargaining units.

The San Joaquin Building Futures Academy consulted with stakeholders throughout the 2018-19 school year to provide updates on the goals and actions and receive feedback related to progress. Input was solicited in the following ways:

8/6/18-LCAP Timeline Planning Meeting with LCAP Leadership: Team provided dates to prepare for the LCAP and the upcoming school year.

9/4/18-10/15/18-Parent and Student Surveys were completed during the Parent-Teacher Conferences.

9/28/18 – LCAP Support Group Meeting with LCAP Leadership: Team met to review the LCAP timeline and discuss new information from CDE.

10/23/18-LCAP Working Meeting with LCAP Leadership: Team met to work on LCAP.

11/15/18-LCAP Working Meeting with LCAP Leadership: Team met to review responsibility, Google document created with notes.

11/19/18-Presentation of the LCAP to the Charter Board at SJCOE: Provided the LCAP Dashboard to the Board regarding Local Indicator priorities from the previous school year.

12/10/18-LCAP Working Meeting with LCAP Support Group: County Wide support group, reviewed power point regarding data gathering, and what to collect, how to collect information, samples of parent surveys, stakeholder surveys.

1/8/19-Administrator Meeting/LCAP Review Process, Stakeholder (Administrator) feedback regarding goals and actions, updates, data collection.
1/16/19-CAP Teacher Meeting/LCAP Review Process, Stakeholder (Teacher) feedback regarding goals and actions, updates, data collection.

1/18/19-LCAP Working Meeting with LCAP Support Group: County-Wide support group, reviewed power point, CDE website, other County websites and school district LCAP websites, what does a "good" parent engagement/stakeholder engagement meeting look like, how to get parents to an LCAP meeting beyond the automated caller to ask them to come to the meeting.

1/28/19-LCAP Stakeholder Meeting at San Joaquin Building Futures Academy: Welcome and Introductions, What is LCAPP, BFA LCAP goals, State priorities, 3 year plan, Data points, how is BFA doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment.

2/8/19-LCAP Stakeholder Meeting at San Joaquin Building Futures Academy: Welcome and Introductions, What is LCAPP, BFA LCAP goals, State priorities, 3 year plan, Data points, how is BFA doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment.

2/14/19: Working Meeting with LCAP Leadership: Team met to review responsibility, Google document created with notes, data collection timeline.

2/27/19-4:00pm at SJCOE, WEC, LCAP Stakeholder Meeting: Welcome and Introductions, What is LCAPP, BFA LCAP goals, State priorities, 3 year plan, Data points, how is BFA doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment.

3/11/19-Parent Advisory Committee Meeting: Stakeholders will have an opportunity to provide a review of the LCAP and add additional comments or questions.

3/13/19-LCAP Working Meeting with LCAP Leadership: Team met to work on LCAP Timeline updates and review stakeholder feedback.

3/27/19-LCAP Budget Meeting with SJCOE staff to review numbers needed for LCAP.

4/2/19-Parent Advisory Committee Meeting: Stakeholders will have an opportunity to provide a review of the LCAP and add additional comments or questions.

4/22/19-LCAP Support Group Meeting: Working Meeting with LCAP Support Group in the Harmony Lab: County Wide support group.

5/14/19-Parent Advisory Committee Meeting: Stakeholders will have an opportunity to provide a review of the LCAP and add additional comments or questions.
5/15/19-ELD Parent Advisory Committee Meeting: Stakeholders will have an opportunity to provide a review of the LCAP and add additional comments or questions, translators provided.

6/25/19-Presentation of the LCAP Budget to the Charter Board at SJCOE.

6/27/19-Presentation of the LCAP Budget Adoption to the Charter Board at SJCOE.

SJBFA: SJCOE Support Monthly meetings were held beginning in August of 2018 to review data related to the three LCAP Goals. Participants included COSP Division Director, Curriculum and Assessment Director, Business Services and Education Services administrators. Additional staff were included, as needed. This group developed the LCAP Timeline for 2018-19 and created plans for the stakeholder meetings. Education Services provided technical assistance and guidance throughout the year. Business Services provided fiscal oversight and support.

Stakeholder Meetings: Stakeholder Meetings were held January 2019-March 2019. Parents, students, community members, certificated staff, and classified staff took part in the meetings. A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the meetings. The participants divided into working groups by LCAP Goal, evaluated progress, and offered feedback. Participants were then provided index cards to provide written recommendations for consideration. Among the themes that emerged from the stakeholder meetings were continuing to support truancy intervention efforts, increased parent engagement, additional support for English Learners, and additional support for student transitions and behavioral needs.

Parent Surveys: Parent Surveys were conducted in the fall of 2018 to gather feedback and input related to programs and services offered by SJCOE. Questions focused on communication, school safety, parent involvement, and access to community resources. 98 parents responded to the survey. The 2018-2019 parent survey shows that 96% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 95% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." 72% of parents indicated they were given information about community resources from the school. This area needs increased focus in our LCAP. 97% of parents believe their child's school respects all cultures and diversity. Results from the 2018-2019 parent survey show, 93% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

Teachers: A teacher survey was developed and administered in February of 2019.

Support Staff Support Staff were surveyed in March of 2019.

Bargaining Unit: The LCAP process and timeline were reviewed during monthly meetings between CTA representatives and SJBFA administration.
Impact on LCAP and Annual Update

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

Feedback and recommendations from consultations with students, parents, teachers, support staff, bargaining unit members, and community stakeholders were synthesized and stakeholders stated the action and services in the LCAP should be continued in 2019-2020.
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)

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve students 21st Century Life and Career Skills</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Identified Need:
Through stakeholder engagement and a review of the age range of enrolled students, our needs are:

- Improve reading and literacy skills
- Improve math skills
- Obtain 21st Century Life and Career skills

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 7: Course Access</td>
<td>Priority 7: Course Access</td>
<td>Priority 7: Course Access</td>
<td>Priority 7: Course Access</td>
<td>Priority 7: Course Access</td>
</tr>
<tr>
<td>7A. Broad course of study</td>
<td>7A, B, C In 2015-16, 72 students completed their Youth Build Graduation (YBG) Project. All students, including those who completed</td>
<td>7A, B &amp; C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career</td>
<td>7A, B &amp; C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career</td>
<td>7A, B &amp; C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career</td>
</tr>
<tr>
<td>7B. Programs/Services developed and provided to unduplicated pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7C. Programs/Services developed and provided to individuals with exceptional needs</td>
<td>their YBG had access to a broad course of study, verified by master schedule.</td>
<td>readiness course completion.</td>
<td>readiness course completion.</td>
<td>readiness course completion.</td>
</tr>
</tbody>
</table>
| 8. Other Pupil outcomes                                                         | **8A. In 2015-16 the number of graduates increased by 31. This is a direct correlation with an increase in overall College/Career Readiness Course completion as well as Leadership Development Workshops.**  
2015-2016 Community Service Hours: 11,000 (verified by AmeriCorps)  
2015-2016 Students were referred for Mental Health Services as needed. (verified by referral log) | **8A. Increase completion of Leadership Development Workshops.**  
Maintain or increase community service hours completed by students.  
Refer students for Mental Health Services as needed. | **8A. Increase completion of Leadership Development Workshops.**  
Maintain or increase community service hours completed by students.  
Refer students for Mental Health Services as needed. | **8A. Increase completion of Leadership Development Workshops.**  
Maintain or increase community service hours completed by students.  
Refer students for Mental Health Services as needed. |

**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:**

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**OR**

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Actions/Services

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

- Modified Action

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

- Unchanged Action

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

- Modified Action

#### 2017-18 Actions/Services

- 1.1 Purchase annual license for PLATO

#### 2018-19 Actions/Services

- 1.1 Purchase annual license for PLATO

#### 2019-20 Actions/Services

- 1.1 Provide students access to standards aligned curriculum per the curriculum adoption cycle including necessary curriculum to support program growth and/or replacement and purchase annual license for PLATO.

#### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$18,000</td>
<td>$6,980.80</td>
<td>$4,886.56</td>
</tr>
<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>$33,301.05</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
### 1.2 Review and modify YBG Handbook and print handbooks for all seniors.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$800</td>
<td>Supp/Conc</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>$576</td>
<td>Supp/Conc</td>
<td>4000-5999: Supplies and Service</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,630.00</td>
<td>Supp/Conc</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 3

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

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

- All

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

- All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

- New Action

**2017-18 Actions/Services**

- This action is new in 2019-2020

**2018-19 Actions/Services**

- This action is new in 2019-2020

**2019-20 Actions/Services**

- 1.3 Staff collaboration focusing on data analysis and alignment of curriculum
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>CSI Funding</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>CSI Funding</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build a strong site culture through relationships and utilizing a common language among all staff and students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priorities:</strong> Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td><strong>Local Priorities:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through stakeholder engagement and a review of data, SJBFA needs are:</td>
</tr>
<tr>
<td>Improve student attendance</td>
</tr>
<tr>
<td>Create a partnership with parents</td>
</tr>
<tr>
<td>Increase student engagement</td>
</tr>
<tr>
<td>Complete graduation requirements</td>
</tr>
<tr>
<td>Improve literacy and career skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metrics/Indicators</strong></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>3A. Efforts by district to seek parent input in decision making.</td>
</tr>
<tr>
<td>3B. How the district will promote parental participation for unduplicated pupils.</td>
</tr>
<tr>
<td>3C. How the district will promote parental participation in programs for individuals with exceptional needs.</td>
</tr>
</tbody>
</table>

**Priority 5: Pupil Engagement**

5A. School Attendance

5A. 2015-2016 Daily Attendance: 69.5%, verified by PROMIS.

5B. Chronic Absenteeism

5B. 2015-2016 Chronic Absentees: 86 Students total, verified by PROMIS.

5C. Middle school dropout rate

5C. BFA serves students age 16 - 24 years of age, therefore does not calculate middle school dropout rates.

5D. High school dropout rate

5D. Decrease High school dropout rates.

5E. High school graduation rate

5E. Increase High school total graduates.
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>5D 2015-2016 Dropout Rate: 44.6%, verified by PROMIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5E 2015-2016 Graduation Rate: 72 graduates, verified by PROMIS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate</td>
<td>Priority 6: School Climate</td>
<td>Priority 6: School Climate</td>
<td>Priority 6: School Climate</td>
<td>Priority 6: School Climate</td>
</tr>
<tr>
<td>6B. Pupil expulsion rate</td>
<td>6B. 2015-2016 Pupil expulsion rate was 0, verified by PROMIS.</td>
<td>6B. Maintain expulsion rate 0%.</td>
<td>6B. Maintain expulsion rate 0%.</td>
<td>6B. Maintain expulsion rate 0%.</td>
</tr>
<tr>
<td>6C. Other local measures, including surveys of pupils, parents, and teachers on safety and school connectedness</td>
<td>6C. 2015-2016 Climate survey produced several positive statements that show the culture of BFA is positive and engaging. Students feel very comfortable at the schoolsite and believe that the staff works to create a positive nurturing environment. According to the survey there were several students that were bullied when attending</td>
<td>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</td>
<td>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</td>
<td>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</td>
</tr>
</tbody>
</table>
other schools and therefore, it is a goal that all students receive bullying curriculum through an on-line program. 87% of students feel that the staff makes learning interesting. 80% of students enjoy being in school.

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
<td>$750</td>
<td>$654</td>
</tr>
<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Amount</td>
<td>$4,250</td>
<td>$5,866.62</td>
</tr>
<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>LEA-wide</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

### 2017-18 Actions/Services
2.2 Expand Community Service Projects, field trips and Quests created by the school advisory council, staff, and partners and hire consultants to conduct mental toughness/site culture activities.

### 2018-19 Actions/Services
2.2 Expand Community Service Projects, field trips and Quests created by the school advisory council, staff, and partners and hire consultants to conduct mental toughness/site culture activities.

### 2019-20 Actions/Services
2.2 Expand Community Service Projects, field trips and Quests created by the school advisory council, staff, and partners and hire consultants to conduct mental toughness/site culture activities.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$15,000</td>
<td>$7,500</td>
<td>$7,972.00</td>
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<td>Supp/Conc</td>
<td>Supp/Conc</td>
</tr>
<tr>
<td>Amount</td>
<td>$2,758</td>
<td>$1,515.50</td>
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<td>Source</td>
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<td>Supp/Conc</td>
<td>N/A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>3000-3999: Employee Benefits</td>
<td>3000-3999: Employee Benefits</td>
<td>N/A</td>
</tr>
<tr>
<td>Amount</td>
<td>$7,250</td>
<td>$6,550</td>
<td>N/A</td>
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<tr>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

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

- All Schools

**Actions/Services**

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

- 2.3 Increase school attendance and improve site culture by providing supportive services; i.e., bus passes, snacks, mental health referrals, a Campus Safety Technician, and school uniform shirts.

**2018-19 Actions/Services**

- 2.3 Increase school attendance and improve site culture by providing supportive services; i.e., bus passes, snacks, mental health referrals, a Campus Safety Technician, and school uniform shirts.

**2019-20 Actions/Services**

- 2.3 Increase school attendance and improve site culture by providing supportive services; i.e., bus passes, snacks, mental health referrals, a Campus Safety Technician, and school uniform shirts.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>$28,949</td>
<td>$28,950.07</td>
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<td>Source</td>
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<td>Supp/Conc</td>
<td>Supp/Conc</td>
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<tr>
<td>Amount</td>
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<td>Supp/Conc</td>
<td>Supp/Conc</td>
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<tr>
<td>Amount</td>
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<td>$1,000</td>
<td>$1,247.01</td>
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<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Amount</td>
<td>$19,250</td>
<td>$10,000</td>
<td>$18,699.03</td>
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<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>$4,604.40</td>
</tr>
<tr>
<td>Source</td>
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<td></td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>$2,701.09</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>Amount</td>
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<td>N/A</td>
<td>$12,868.57</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 4**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

**Actions/Services**

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

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

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

New Action

**2017-18 Actions/Services**

This action is new for 2019-2020.

**2018-19 Actions/Services**

This action is new for 2019-2020.

**2019-20 Actions/Services**

2.4
Disaggregate and analyze site specific data including attendance and graduation data to identify resources to promote positive attendance and graduation completion.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$32,000.00</td>
<td>CSI Funding</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>$32,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>Source</td>
<td>Budget Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSI Funding</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td>Source</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>Source</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSI Funding</td>
<td>2000-3000: Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>
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)

| Unchanged Goal |

Goal 3

To improve numeracy and literacy by using assessments to drive instruction within the classroom.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |

| Local Priorities: |

Identified Need:

Through staff discussions and a review of data SJBFA needs are to increase participation in assessments thereby gathering data, listening to all stakeholders, supporting and increasing mental health referrals for students, and creating a strong supportive school culture through a researched based social emotional behavior program.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic</td>
<td>Priority 1: Basic</td>
<td>Priority 1: Basic</td>
<td>Priority 1: Basic</td>
<td>Priority 1: Basic</td>
</tr>
<tr>
<td>1A. Teachers appropriate assigned and fully credentialed</td>
<td>1A. 2015-2016 data: 100% of teachers were assigned appropriately, verified by SARC.</td>
<td>1A. 100% of teachers will be assigned appropriately.</td>
<td>1A. 100% of teachers will be assigned appropriately.</td>
<td>1A. 100% of teachers will be assigned appropriately.</td>
</tr>
<tr>
<td>1B. Access to instructional materials</td>
<td>1B. 2015-2016 100% students had access to instructional materials.</td>
<td>1B. 100% students will have access to instructional materials.</td>
<td>1B. 100% students will have access to instructional materials.</td>
<td>1B. 100% students will have access to instructional materials.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1C. Facilities are maintained</td>
<td>instructional materials, verified by SARC.</td>
<td>1C. Facilities will be maintained in good repair.</td>
<td>1C. Facilities will be maintained in good repair.</td>
<td>1C. Facilities will be maintained in good repair.</td>
</tr>
<tr>
<td>2A. Implementation of SBE-adopted standards</td>
<td>2A. 100% of teachers were trained in CA standards aligned curriculum, verified by 2016-2017 professional development schedule/plan.</td>
<td>2A. 100% of teachers will be trained in CA standards aligned curriculum.</td>
<td>2A. 100% of teachers will be trained in CA standards aligned curriculum.</td>
<td>2A. 100% of teachers will be trained in CA standards aligned curriculum.</td>
</tr>
<tr>
<td>2B. How programs/services enable English Learners to access the CA Standards and ELD Standards</td>
<td>2B. All EL students were offered EDGE Curriculum in an ELD course, verified by 2015-2016 master schedule/class rosters.</td>
<td>2B. Offer curriculum and instructional strategies for EL students.</td>
<td>2B. Offer curriculum and instructional strategies for EL students.</td>
<td>2B. Offer curriculum and instructional strategies for EL students or EL students.</td>
</tr>
<tr>
<td>4D. EL progress (CELDT)</td>
<td>4D. 2015-2016 16.4% English Proficient Students, verified by CELDT.</td>
<td>4D. Increase the percentage of English Proficient Students.</td>
<td>4D. Increase the percentage of English Proficient Students.</td>
<td>4D. Increase the percentage of English Proficient Students.</td>
</tr>
<tr>
<td>4E. EL reclassification rate</td>
<td>4E. 2015-2016 EL reclassification rate was 19%, verified by PROMIS.</td>
<td>4E. Increase the EL reclassification rate.</td>
<td>4E. Increase the EL reclassification rate.</td>
<td>4E. Increase the EL reclassification rate.</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Purchase the Illuminate Education License</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>$997.20</td>
<td></td>
</tr>
<tr>
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<td>Supp/Conc</td>
<td>Supp/Conc</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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

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

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

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<td>Supp/Conc</td>
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<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
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<tr>
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<td>$0</td>
<td>N/A</td>
</tr>
<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>3000-3999: Employee Benefits</td>
<td>3000-3999: Employee Benefits</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$18,000</td>
<td>$18,000</td>
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</tr>
<tr>
<td>Source</td>
<td>Supp/Conc</td>
<td>Supp/Conc</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
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<tr>
<td>Amount</td>
<td>$0</td>
<td>$2500</td>
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<tr>
<td>Source</td>
<td>Supp/Conc</td>
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<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

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

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

- All

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

- All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

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

- **Unchanged Action**

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

- **Modified Action**

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

- **Modified Action**

### 2017-18 Actions/Services

**3.3 Staffing**

3.3 Staffing will increase with a modified schedule to accommodate additional students. Additional positions being added for the 2018-2019 school year after careful stakeholder review include: 1 additional full time teaching position, 1 additional student service technician to support modified schedule paperwork.

The staffing changes noted above reflect a review of the modified schedule format.

### 2018-19 Actions/Services

3.3 Provide core services to support student education in a safe learning environment.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Amount</th>
<th>2018-19 Amount</th>
<th>2019-20 Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Amount</td>
<td>$502,746</td>
<td>$511,045</td>
<td>$543,772.23</td>
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<td>Source</td>
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<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Amount</td>
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<td>$291,243</td>
<td>$233,335.06</td>
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<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>$317,586</td>
<td>Base</td>
<td>3000-3999: Employee Benefits</td>
<td>$345,053</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Action 4**

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

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

- All

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

- All Schools

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

-[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

-[Add Scope of Services selection here]

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

-[Add Location(s) selection here]
### Actions/Services

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

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| 3.4  
Action is new in 2019-2020 | 3.4  
Action is new in 2019-2020 | 3.4  
Continue to hire fully qualified staff. Provide assessment materials for Special Education. Provide appropriate technology to support students with disabilities. |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>N/A</td>
<td>$11,200.00</td>
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<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 5

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

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

All

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

All Schools

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2017-18</strong></td>
<td></td>
<td></td>
<td>New Action</td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This action is new for 2019-2020.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This action is new for 2019-2020.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Provide project based learning opportunities aligned to State Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
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<td>$60,000.00</td>
<td>$60,000.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>CSI Funding</td>
<td>CSI Funding</td>
<td>CSI Funding</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>4000-5999: Supplies and Service</td>
<td>3000-3999: Employee Benefits</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>CSI Funding</td>
<td>CSI Funding</td>
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<tr>
<td><strong>Budget Reference</strong></td>
<td>4000-5999: Supplies and Service</td>
<td>3000-3999: Employee Benefits</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 6

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

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

- All

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

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

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

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

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services
This action is new for 2019-2020.

### 2018-19 Actions/Services
This action is new for 2019-2020.

### 2019-20 Actions/Services
3.6 Professional Learning for staff focused on Universal Design Learning and MTSS.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$50,000.00</td>
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<tr>
<td>Source</td>
<td></td>
<td></td>
<td>CSI Funding</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>CSI Funding</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>CSI Funding</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$366,945</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

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).

In addition to the basic services that SJBFA provides to all students, without regard to their status as English Learners, Low income or Foster Youth, SJBFA provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 33.33%—relative to services provided to all students—in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked above as contributing to increased or improved services.

It is important to recognize that 96.35% of SJCOE pupils are unduplicated pupils. Although there is not yet a state dashboard to show how well our students are doing across multiple measures, our local data and our needs assessment show that unduplicated pupils struggle in the following areas: attendance, suspension rates, college and career readiness, participation rates in in CAASPP testing so that we can carefully review students that are meeting or exceeding standard in English Language Arts and Math, graduation rates, and attainment of reclassification status as fully English proficient.

Although the programs identified above as contributing to increase or improved services are principally directed towards the needs of these pupils, the remaining 3.65% of students have similar needs and our goals for their success are the same. Therefore, those services marked above as contributing to increase or improved services and also marked as available for all students are being provided to all students in SJBFA. The following are the services and supports provided throughout SJBFA that are principally directed towards unduplicated pupils’ needs and the reasons the services and supports are effective in meeting those needs:
Goal 1 Actions 1.1 and 1.2 are directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multi-faceted needs. English learners make up approximately 17.8% of our student population.

Goal 1 includes actions and services designed to move our English learners toward reclassification as fully English proficient. We also recognize the need for ongoing and targeted professional learning to ensure our teachers, support staff, and administrators have the necessary skills to provide the highest level of support for our students. Identifying relevant, accessible, and standards-based curriculum and instructional materials for all students remains a priority. Identifying students with the greatest need for tutoring support to accelerate their learning is also an area of focus. Student Handbooks, PLATO software, remediation software, reading programs, and supplemental materials to assist our students with literacy challenges are included to support our unduplicated population.

Goal 2 Actions 2.1, 2.2, and 2.3 are directed toward our unduplicated student population because they are highly transient and in need of multiple interventions to support their academic and social-emotional growth. Most of our students come to us with pre-existing attendance issues from their previous schools of enrollment. In addition, our students are experiencing increased mental health needs, diagnosed and undiagnosed. Providing bus passes, school uniforms, refreshments at SJBFA events, school nursing support, counseling, transportation to events and Quests, Campus Security Technicians (CST), and college and career readiness opportunities will assist our unduplicated student population in their graduation completion and improved student attendance. Our experience shows that an increase in student and family engagement with the educational community leads to increased attendance, higher graduation rates, and higher rates of reclassification of English learners. Collaboration with our partner agencies and other county offices of education continues to be a major priority for SJBFA. This includes cross-over professional learning to ensure philosophies and practices in support of our students are aligned with other agencies.

Goal 3: Action 3.1 is directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multi-faceted needs. English learners make up approximately 17.8% of our student population. Goal 3 includes actions and services designed to move our English learners toward reclassification as fully English proficient. We also recognize the need for ongoing and targeted professional learning to ensure our teachers, support staff, and administrators have the necessary skills to provide the highest level of support for our students. Identifying relevant, accessible, and standards-based curriculum and instructional materials for all students remains a priority. Identifying students with the greatest need for tutoring support to accelerate their learning is also an area of focus.

LCAP Year: 2018-19
Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
---|---
$346,956 | 39.21%

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).

The Unduplicated Pupil Percentage is 96.35%. The following programs and services are provided to students in a Charterwide/Schoolwide manner using Supplemental/Concentration funds:

In addition to the basic services that Building Futures Academy provides to all students, without regard to their status as English Learners, Low income or Foster Youth, SJBFA provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services—relative to services provided to all students—in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked above as contributing to increased or improved services. It is important to recognize that 96.35% of Building Futures Academy pupils are unduplicated pupils. Although there is not yet a state dashboard to show how well our students are doing across multiple measures, our local data and our needs assessment show that unduplicated pupils struggle in the following areas: attendance, meeting or exceeding standard in English Language Arts and Math as measured by the CAASPP, and attainment of reclassification status as fully English proficient. Although the programs identified above as contributing to increase or improved services are principally directed towards the needs of these pupils, the remaining 2.74% of students have similar needs and our goals for their success are the same. Therefore, those services marked above as contributing to increase or improved services and also marked as available for all students are being provided to all students in the Building Futures Academy program charterwide. The following are the services and supports provided charterwide that are principally directed towards unduplicated pupils’ needs and the reasons the services and supports are effective in meeting those needs:

Goal 1: These actions/services are directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multi-faceted needs. Our unduplicated students inherently require differentiated instruction to be successful in accessing rigorous curriculum. Because our unduplicated students are enrolled throughout all classes, all students will have access to the curriculum.

1.1 Purchase annual license for PLATO
1.2 Review and modify YBG Handbook and print handbooks for all seniors.
Goal 2 All actions and services are directed toward our unduplicated student population because they are highly transient and in need of multiple interventions to support their academic and social-emotional growth. Most of our students come to us with pre-existing attendance issues from their previous schools of enrollment. In addition, our students are experiencing increased mental health needs, diagnosed and undiagnosed. School referrals to community resources continues to increase. In addition, we need to continue to improve our capacity for building relationships between our program, students, parents, and the community. Collaboration with our partner programs within the trade and construction field continues to be a major priority for SJBFA. Crossover professional learning with our community partnerships to ensure philosophies and practices in support of our students are aligned with other agencies.

2.1 Provide further professional development with Mockingbird Education and research additional training opportunities that focus on student engagement strategies and resiliency.

2.2 Expand Community Service Projects, field trips and Quests created by the school advisory council, staff, and partners and hire consultants to conduct mental toughness/site culture activities.

2.3 Increase school attendance and improve site culture by providing supportive services; i.e., bus passes, snacks, mental health referrals, a Campus Safety Technician, and school uniform shirts.

Goal 3: All actions and services are directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multi-faceted needs. English learners make up approximately 17.81% of our student population. Goal 3 includes actions and services designed to move our English learners toward reclassification as fully English proficient. We also recognize the need for ongoing and targeted professional learning to ensure our teachers, support staff, and administrators have the necessary skills to provide the highest level of support for our students. Identifying relevant, accessible, and standards-based curriculum and instructional materials for all students remains a priority. Identifying students with the greatest need for tutoring support to accelerate their learning is also an area of focus.

3.1 Purchase the Illuminate Education License
3.2 Provide Edmentum online program and credentialed staff will address ELD and basic skills deficiencies during the modified schedule school day.

LCAP Year: 2017-18
Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
---|---
$360,483 | 41.32%

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).

Supplemental/Concentration funds are used in an LEA wide manner to provide the following actions/services:

**Goal 1:**
Action/Service 1.1 Purchase annual license for PLATO.
Action/Service 1.2 Review and modify YBG Handbook and print handbooks for all seniors.

**Goal 2:**
Action/Service 2.1 Provide further professional development with Mockingbird Education and research additional training opportunities that focus on student engagement strategies and resiliency.
Action/Service 2.2 Expand Community Service Projects, field trips and Quests created by the school advisory council, staff, and partners and hire consultants to conduct mental toughness/site culture activities.
Action/Service 2.3 Increase school attendance and improve site culture by providing supportive services; i.e., bus passes, snacks, mental health referrals, a Campus Safety Technician, and school uniform shirts.

**Goal 3:**
Action/Service: 3.1 - Purchase Illuminate Education license.
Action/Service: 3.2 - Provide Edmentum online program and tutor to address ELD and basic skills deficiencies.

Supplemental/concentration funds are targeted to provide increased/improved services for unduplicated pupils (low income, English learners and foster youth), however, since BFA's student population is made up of 93.21% unduplicated students it would be inequitable to not provide these services LEA wide. The above action/services listed above are principally directed toward and effective in meeting SJBFA's goals for its unduplicated pupils in the eight state priority areas.
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.
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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide."
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)."

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: **School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

**Local Priorities** address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
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* Totals based on expenditure amounts in goal and annual update sections.
<table>
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<td>291,243.00</td>
<td>269,917.21</td>
<td>322,658.00</td>
<td>291,243.00</td>
<td>237,939.46</td>
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<td>28,950.07</td>
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<td>4000-4999: Books And Supplies</td>
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<td>All Funding Sources</td>
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