

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	San Joaquin Building Futures Academy		
Contact Name and Title	Doug Silva Coordinator IV	Email and Phone	dosilva@sjcoe.net (209) 468-8140

2017-20 Plan Summary

THE STORY

Briefly 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 in learning job skills. We offer small class sizes, multiple support services, and opportunities to become certified in construction technology and employed in the local community.

Currently SJBFA is in partnership with YouthBuild San Joaquin, a federally funded construction and employment-training program. Students enrolled in YouthBuild have the opportunity to earn money, learn construction skills, and attend high school at the same time. Working in the YouthBuild Program while attending SJBFA allows students to gain valuable hands-on experience, on-the-job training and build 21st-century life and career skills while earning a high school diploma.

SJBFA begins every school year with 200 students and works to build a sustainable community with 150-160 students at any given time throughout the year. There are many obstacles that the student population face to attend school and SJBFA works to eliminate those barriers. In April 2016, Little Builders opened as a collaborative effort with HeadStart San Joaquin, which provides daycare for the children on site. As we always work to improve our practice, we will work to improve the many services that are available for the students that we serve.

2016-17 Student Demographics:

Hispanic - 68%

Asian - 4%

African American - 20%

White - 4%

Two or More Races - 4%

Female - 48%

Male - 52%

Socioeconomically Disadvantaged - 93%

English Learners - 14%

LCAP HIGHLIGHTS

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

Working with stakeholders in the LCAP and WASC process, it was decided to align the goals of both documents to better serve the needs of all students.

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

Building Futures Academy increased the overall number of graduates to 73 students. This number has been made possible by the purchase of PLATO as well as the continuous modification of the YBG Project which helps build those 21st Century Skills needed to be successful outside of school. According to student surveys, parent surveys and stakeholder meetings the site culture at BFA is welcoming and positive for the entire community. The Leadership Policy Committee has coordinated community service events at the school site and invited the local children from the community which has built a sense of family. For example, the Spooktacular Event held in October brought in over 100 children from the local community to play games and celebrate Halloween in a safe environment. Along with this, the purchase of Mockingbird Education Professional Development continues to support the consistency among staff when speaking and working with all students. BFA has seen great success with students who have taken the Reading Intervention Program with fidelity. Some students have seen growth of 3+ grade levels in their reading scores. We will continue to modify the reading intervention program to reach more students with consistency.

GREATEST PROGRESS

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

The LCFF Evaluation Rubrics were renamed California School Dashboard. Alternative schools are not included in the Dashboard report for the Spring 2017 release. Local data was reviewed and it was determined that Building Futures Academy continues to struggle with overall attendance percentages. Although the site culture is strong through survey, the population being served presents many challenges when it comes to consistently being present in school daily with an average of 69.5% attending daily. As a site we will continue to address this issue with added services as well as creating an attendance survey for students to take when they miss school as this will give BFA a better understanding of why students are missing school. This survey was created by the Stakeholders and a recommendation from the WASC Visiting Committee. BFA staff and stakeholders are also aware that building longitudinal assessment data is challenging. Assessing students with validity is important and moving forward, the purchase of Illuminate will allow for the staff to build assessments based upon classroom instruction.

GREATEST NEEDS

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

The LCFF Evaluation Rubrics were renamed California School Dashboard. Alternative schools are not included in the Dashboard report for the Spring 2017 release. Therefore, performance gaps are not identified.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

Based on staff and stakeholder feedback BFA will be implementing several Actions/Services for Foster youth, EL and low income students. Edmentum online provides several online options for basic skills deficiencies as well as the Read Smart ESL program which specifically targets low readers and EL students. Bus passes as well as other supportive services i.e., academic tutor and school shirts will continue to be purchased as we serve a population that is the most needy in the County.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,583,682
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,310,628

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

Other General Fund budget expenditures include those for cost of overhead, restricted programs such as Lottery and other Grants allocated to the charter such as Educator Effectiveness and College Readiness.

\$1,232,796	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase Completion rate for YBGs (Priority 7A, B, C)

Increase College/Career Readiness Course Completion (Priority 7A, B, C)

Increase completion of Leadership Development Workshops (Priority 8A)

ACTUAL

7A, B, C In 2015-16, 72 students completed their Youth Build Graduation (YBG) Project which was an increase of 31 students from the previous year. All students, including those who completed their YBG had access to a broad course of study, verified by master schedule.

8A The increase of 31 graduates in 2015-16 is a direct correlation with an increase in overall College/Career Readiness Course completion as well as Leadership Development Workshops.

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;"> PLANNED 1.1 Continue to purchase annual license for PLATO. </td> <td style="width: 50%; padding: 5px;"> ACTUAL PLATO license was purchased. </td> </tr> <tr> <td style="padding: 5px;"> BUDGETED 5000-5999: Services And Other Operating Expenditures Supp/Conc \$18,000 </td> <td style="padding: 5px;"> ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supp/Conc \$9,260 </td> </tr> </table>	PLANNED 1.1 Continue to purchase annual license for PLATO.	ACTUAL PLATO license was purchased.	BUDGETED 5000-5999: Services And Other Operating Expenditures Supp/Conc \$18,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supp/Conc \$9,260
PLANNED 1.1 Continue to purchase annual license for PLATO.	ACTUAL PLATO license was purchased.				
BUDGETED 5000-5999: Services And Other Operating Expenditures Supp/Conc \$18,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supp/Conc \$9,260				
Expenditures					
Action	2				
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;"> PLANNED 1.2 Continue to review and modify YBG Handbook and print handbooks for all seniors. </td> <td style="width: 50%; padding: 5px;"> ACTUAL YBG Handbook was modified by staff during the summer and continues to be modified to meet the needs of the students. The YBGs have had a stronger Career focus with comprehensive plans for the students futures. </td> </tr> <tr> <td style="padding: 5px;"> BUDGETED 4000-4999: Books And Supplies Supp/Conc \$800 </td> <td style="padding: 5px;"> ESTIMATED ACTUAL 4000-4999: Books And Supplies Supp/Conc \$800 </td> </tr> </table>	PLANNED 1.2 Continue to review and modify YBG Handbook and print handbooks for all seniors.	ACTUAL YBG Handbook was modified by staff during the summer and continues to be modified to meet the needs of the students. The YBGs have had a stronger Career focus with comprehensive plans for the students futures.	BUDGETED 4000-4999: Books And Supplies Supp/Conc \$800	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supp/Conc \$800
PLANNED 1.2 Continue to review and modify YBG Handbook and print handbooks for all seniors.	ACTUAL YBG Handbook was modified by staff during the summer and continues to be modified to meet the needs of the students. The YBGs have had a stronger Career focus with comprehensive plans for the students futures.				
BUDGETED 4000-4999: Books And Supplies Supp/Conc \$800	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supp/Conc \$800				
Expenditures					

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Staff worked collaboratively to modify the YBG handbook as well as create a YBG course for all students who were within 20 credits of graduating. This course had a specific focus on the YBG project and adds clarity to students researching their future plans. The YBG Handbook is used as a tool to guide students through the process. PLATO license was purchased in July to begin the school year with the online curriculum and a wide variety of college and career readiness courses. The content of PLATO online can be challenging for the students with lower reading levels however, included in the purchase is the Read Smart ESL Reading Program which assists students who struggle with reading.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	An increase in the overall number of graduates and the quality of the YBGs has proven that the modified YBG handbook and creation of the YBG class was a success and have proven to be effective in meeting this goal of improving students 21st Century Life and Career Skills.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actual expenditures for the YBG Handbook did not change. The planned expense for the PLATO license was based on the prior year's cost. The actual expenditures for the PLATO contract was less than expected.

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.

Minor wording changes were made to the actions/services for clarity.

Annual Update

LCAP Year Reviewed: 2016-17

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.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3 A, B, C) -
 Increase Parent-Teacher Conference
 Increase Community Service
 Increase Mental Health Service IEP
 Increase Parent Café Data

Increase attendance rates by 2% to be 70%, verified by CALPADS reports (Priority 5A)
 Decrease Chronic Absenteeism rates by 5 to be 63, verified by CALPADS reports (Priority 5B)
 Decrease High school dropout rates by 1% to be 25%, verified by CALPADS reports (Priority 5D)
 Increase High school graduation rates by 10 to be 52 total graduates, verified by PROMIS data (Priority 5E)

Decrease suspension rates by 6 to be 70, verified by CALPADS reports (Priority 6A)
 Decrease expulsion rates by 0% to be 0%, verified by CALPADS reports (Priority 6B)
 Continue to administer school climate survey to students (Priority 6C)

ACTUAL

3A, B, C:
 In 2015-16, the school site held Parent-Teacher Conferences quarterly to discuss student progress and challenges with 62% attending, verified by sign-in sheets. There were several community service events created and worked by the students at SJBFA. The community service hours needed to graduate are 30 hours per student. Some of the community service projects include Ag Venture, Bread of Life, St. Marys Dining Hall, USS Lucid, Spooktacular, and the SJBFA Community Garden. Overall Mental Health Services provided increased with services provided by the MH Clinician as well as referral services to the CAPC TAY Program. Because of this increase in services, the Parent Cafe was not existent during the 2016-2017 school year. However on average, 8 parents attended the Parent Cafe in 2015-16 therefore we will offer it again in 2017-18.

5A 2015-16 Attendance Rate: 69.5%
 5B 2015-16 Chronic Absenteeism: 86 students
 5D 2015-16 Dropout rates: 44.6%
 5E 2015-16 Graduation Rate: 72 Graduates (verified by PROMIS)

6A 2015-16 Suspension Rate: 78 students (verified by PROMIS)
 6B 2015-16 Expulsion Rates: 0 students (verified by PROMIS)
 6C The 2015-16 Climate Survey produced several positive statements that show the culture at BFA is positive and engaging. Students feel very comfortable at the school site and believe the the staff works to create a positive nurturing environment. According to the survey we have several students who were bullied in school at one time and therefore we will be working to ensure that all students are properly trained

through the online bullying curriculum.
87% of students feel the staff makes learning interesting
80% enjoy being in school
78% feel the school work being assigned is meaningful and important
77.5% of the students were bullied in school when they were younger
76% of students feel the subject matter curriculum is just right
85% of students feel the staff creates high expectations of success for all students

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

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

ACTUAL
 2.1 Mockingbird Education provided Professional Development to all teaching staff in July of 2016. During this time the staff was provided with instructional strategies and leadership lesson planning. Building Futures Academy is now working with a focus of doing things with a "Purpose not Power" to help build a sustainable community and resilient learners.

Expenditures

BUDGETED
 4000-4999: Books And Supplies Supp/Conc \$750
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,250

ESTIMATED ACTUAL
 4000-4999: Books And Supplies Supp/Conc \$600
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,902

Action **2**

Actions/Services

PLANNED
 2.2 Update school website to improve communication with all stakeholders

ACTUAL
 2.2 The school website was updated but the one-time cost was actually incurred in 2015-16. It was consistently updated with events and board meeting dates and was highly functional for the community and stakeholders to view.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,000

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$0

Action **3**

Actions/Services

PLANNED
 2.3 To 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

ACTUAL
 2.3 Students and staff created and coordinated several community service projects held throughout the San Joaquin County. Students and staff participated in many field trips and quests. The consultants were hired to provide Mental Toughness activities in August which helped build and sustain site culture.

Expenditures

BUDGETED
 1000-1999: Certificated Personnel Salaries Supp/Conc \$15,000
 3000-3999: Employee Benefits Supp/Conc \$2,100
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$7,250

ESTIMATED ACTUAL
 1000-1999: Certificated Personnel Salaries Supp/Conc \$15,000
 3000-3999: Employee Benefits Supp/Conc \$2,100
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$6,550

Action **4**

Actions/Services

PLANNED
 2.4 To increase school attendance and improve site culture by

ACTUAL
 2.4 Services to support students were provided including bus

providing supportive services; i.e., bus passes, snacks, mental health clinician, a Campus Safety Technician, and school uniform shirts

passes, snacks, a mental health clinician, campus safety technician and school uniform shirts.

Expenditures

BUDGETED

2000-2999: Classified Personnel Salaries Supp/Conc \$15,540
 3000-3999: Employee Benefits Supp/Conc \$3,623
 4000-4999: Books And Supplies Supp/Conc \$1,000
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$19,250

ESTIMATED ACTUAL

2000-2999: Classified Personnel Salaries Supp/Conc \$15,540
 3000-3999: Employee Benefits Supp/Conc \$3,623
 4000-4999: Books And Supplies Supp/Conc \$1,000
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$19,250

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.

Mockingbird Education provided Professional Development to all teaching staff in July of 2016. During this time the staff was provided with instructional strategies and leadership lesson planning. Building Futures Academy is now working with a focus of doing things with a "Purpose not Power" to help build a sustainable community and resilient learners. The school website is being updated consistently, however money does not need to be spent on the website moving forward. Students and staff created and coordinated several community service projects held throughout the San Joaquin County. Students and staff participated in many field trips and quests. The consultants were hired to provide Mental Toughness activities in August which helped build and sustain site culture. Services to support students were provided including bus passes, snacks, a mental health clinician, campus safety technician and school shirts.

Challenge....Mental Health Clinician???

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

The overall culture of the school site is a highlight as the majority of students surveyed feel that the staff genuinely care for them and that the site plays a positive role in their lives. The actions/services have proven to be effective based on student feedback.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.2: Although the website was updated continuously, due to the one-time cost being incurred in 2015-16, there was no cost in 2015-16.

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 2.2 has been completed and will not continue in the 2017-2020 LCAP. Moving forward, staff and students will continue to update the website consistently.

Action/Service 2.3 will be action/service 2.2 in the 2017-2020 LCAP

Action/Service 2.4 will be action/service 2.3 in the 2017-2020 LCAP and SJBFA will no longer use a mental health Clinician to provide counseling services. We will refer students to local partnering agencies to receive similar services including resources for parents and students who are also parents.

Minor wording changes were made to the actions/services for clarity.

Annual Update

LCAP Year Reviewed: 2016-17

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.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. 14/15 data: 84% (Priority 1A)
 All students will have access to textbooks and materials (Priority 1B)
 Facilities maintained and in good repair (Priority 1C)

Standards-aligned materials is offered to all students in the area of English Language Arts, Math, Science and Social Studies (Priority 2A)
 Edge Curriculum is offered to English learners through designated ELD instruction (Priority 2B)

Increase the percentage of students making progress towards English Proficiency by 5% to be 15% verified by CELDT reports (Priority 4D)
 Increase the percentage of student reclassification by 5 % to be 15%, verified by reclassification process done by the SJCOE. (Priority 4E)

ACTUAL

1A In 2015-16, 100% of teachers at SJBFA were appropriately assigned, verified by SARC.
 1B In 2015-16, 100% of students had access to textbooks and materials, verified by SARC.
 1C In 2015-16, all facilities at SJBFA were in good repair and maintained, verified by FIT/SARC.

2A In 2016-17, 100% of teachers were trained in CA standards-aligned curriculum, verified by professional development schedule/plan.
 2B In 2015-16, all identified EL students were offered Edge curriculum in an ELD course, verified by master schedule and class rosters.

4D 2015-16 English Proficient Students - 16.4% (verified by CELDT)
 4E 2015-16 English Learner Reclassification Rate - 19% (verified by PROMIS)

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED 3.1 Purchase Reading Intervention program and create a reading program with fidelity.</p>	<p>ACTUAL 3.1 "Reading with Relevance" was purchased to supplement the English Program as an additional resource to improve the reading skills of the student population. This program however did not prove to be an "intervention" program. BFA used the Read Smart ESL Program within Edmentum online as a "reading intervention" program for low-level readers.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supp/Conc \$708</p>
Action	2	
Actions/Services	<p>PLANNED 3.2 Continue to fund annual service fee and provide professional development opportunities in NWEA MAP testing</p>	<p>ACTUAL 3.2 The contract with NWEA MAP Testing was not renewed, therefore Illuminate was purchased instead.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,925</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,925</p>
Action	3	
Actions/Services	<p>PLANNED 3.3 Continue to utilize Edmentum online program and hire a tutor to address ELD and basic skills deficiencies.</p>	<p>ACTUAL 3.3 The Edmentum online program license was purchased. A tutor was also hired to address ELD and basic skills deficiencies.</p>
Expenditures	<p>BUDGETED 2000-2999: Classified Personnel Salaries Supp/Conc \$82,984 3000-3999: Employee Benefits Supp/Conc \$27,087 5000-5999: Services And Other Operating Expenditures Supp/Conc \$18,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supp/Conc \$42,000 3000-3999: Employee Benefits Supp/Conc \$10,123 5000-5999: Services And Other Operating Expenditures Supp/Conc \$9,260</p>
Action	4	
Actions/Services	<p>PLANNED 3.4 Staffing</p>	<p>ACTUAL 3.4 All positions were filled.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$446,793 2000-2999: Classified Personnel Salaries Base \$345,211 3000-3999: Employee Benefits Base \$290,864</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base \$402,751 2000-2999: Classified Personnel Salaries Base \$334,477 3000-3999: Employee Benefits Base \$290,864</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The "Reading with Relevance" program was purchased as a resource for the English program however the Read SMART ESL program through Edmentum was used as an intervention program for low-level readers. The NWEA MAP Testing program was not purchased. Illuminate was purchased as an assessment and grade book tool for the site. Stakeholders believe that the Illuminate program will allow for staff to create benchmark assessments that are valid and provide useful data moving forward. Along with Illuminate, PLATO/Edmentum was also purchased which provides the students with a wide variety of assessments, elective courses and the Read SMART ESL Program.

SJBFA was not fully staffed as the school year started out with substitute teachers in two classrooms. By the end of the first quarter the school site was fully staffed with credentialed teachers.

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

The Reading with Relevance program has provided the English teacher with an additional resource for promoting reading. The purchase of the Edmentum Online program provided students with a wide variety of elective courses, credit recovery coursework, Accucess Assessment, college and career readiness courses and the Read SMART ESL Program. The hiring of an additional tutor allowed for students to receive additional support to improve reading and writing skills. The tutor worked specifically with students on the Read SMART ESL Program as well as their YBG senior projects which includes the completion of two level 4 essays. Overall, the actions/services were effective in meeting this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1: The overall cost of the "Reading with Relevance" program was cheaper than expected.
 3.3: There was a decrease in the estimated actual amount spent on Classified Personnel because a tutor was working as a substitute teacher.
 3.4: The Certificated Personnel spending was lower due to the fact that the year started out with two substitute teachers rather than fully credentialed teachers. This was due to an unfilled vacancy and one teacher being out on maternity leave.

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.

SJBFA will continue using Illuminate instead of NWEA MAP Testing system to allow staff to build their own assessments, collect data with efficiency and build consistency with a common grade book. In 2017-18, this is included in A/S 3.1.
 Instead of continuing with the Reading Intervention program, we will utilize the Read SMART ESL program which is included in the Edmentum program in A/S 3.3. In 2017-18, this is included in A/S 3.2.

Minor wording changes were made to the actions/services for clarity.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

November 14-18, 2016- Parent and Student Surveys were completed during the Parent-Teacher Conferences

February 16, 2017- Stakeholders, including staff (union members included), parents, students and community partners - meeting was held in the Multipurpose Room at BFA

May 3, 2017- Stakeholders, including staff (union members included), parents, students and community partners - Meeting was held in the Multipurpose room of BFA

June 22, 2017- Public Hearing to present the LCAP was held.

June 26, 2017- Building Futures Academy Board adopted the LCAP

IMPACT ON LCAP AND ANNUAL UPDATE

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

The student and parent survey was used to gauge culture from the perspective of the students and parents. This survey was also used to make decisions for next year.

LCAP Process was introduced to stakeholders. During this time the administration explained the importance of getting feedback from the community and business partners as the school site moves forward with important decisions financially.

During this meeting the new LCAP was presented to all stakeholders based on the feedback given from the original stakeholder meetings. This was also a time for stakeholders to provide more feedback or changes if needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

To improve students 21st Century Life and Career Skills

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Through stakeholder engagement and a review of the age range of enrolled students, our needs are; Improve attainment of 21st Century Life and Career skills so that students leave school college and career ready, as measured by completion of College and Career Readiness course credits and YBG.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Course Access 7A. Broad course of study 7B. Programs/Services developed and provided to unduplicated pupils 7C. Programs/Services developed and provided to individuals with exceptional needs	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.	Priority 7: Course Access 7A, B & C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career readiness course completion.	Priority 7: Course Access 7A, B & C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career readiness course completion.	Priority 7: Course Access 7A, B & C: Increase completion rate for Youth Build Graduation (YBG). Increase the overall college/career readiness course completion.
8. Other Pupil outcomes	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	8. Other Pupil outcomes 8A. Increase completion of Leadership Development Workshops. Maintain or increase community	8. Other Pupil outcomes 8A. Increase completion of Leadership Development Workshops. Maintain or increase community	8. Other Pupil outcomes 8A. Increase completion of Leadership Development Workshops. Maintain or increase community

	<p>Course completion as well as Leadership Development Workshops.</p> <p>2015-2016 Community Service Hours: 11,000 (verified by AmeriCorps)</p> <p>2015-2016 Students were referred for Mental Health Service as needed. (verified by referral log)</p>	<p>service hours completed by students.</p> <p>Refer students for Mental Health Services as needed.</p>	<p>service hours completed by students.</p> <p>Refer students for Mental Health Services as needed.</p>	<p>service hours completed by students.</p> <p>Refer students for Mental Health Services as needed.</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.1 Purchase annual license for PLATO	1.1 Purchase annual license for PLATO	1.1 Purchase annual license for PLATO

BUDGETED EXPENDITURES

2017-18

Amount	\$18,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$18,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$18,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.2 Review and modify YBG Handbook and print handbooks for all seniors.

1.2 Review and modify YBG Handbook and print handbooks for all seniors.

1.2 Review and modify YBG Handbook and print handbooks for all seniors.

BUDGETED EXPENDITURES

2017-18

Amount	\$800
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$800
Source	Supp/Conc
Budget Reference	4000-5999: Supplies and Service

2019-20

Amount	\$800
Source	Supp/Conc
Budget Reference	4000-5999: Supplies and Service

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

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

[Identified Need](#)

Through stakeholder engagement and a review of data our needs are; to improve relationships with parents, pupils, school personnel, local bargaining units, and the community to positively impact student engagement through communication so that students attend school regularly and complete requirements to graduate from high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3: Parent Involvement</p> <p>3A. Efforts by district to seek parent input in decision making.</p> <p>3B. How the district will promote parental participation for unduplicated pupils.</p> <p>3C. How the district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Priority 3: Parent Involvement</p> <p>3A, B, C. In 2015-2016 Parent-Teacher Conferences: 62% attended, verified by sign-in sheets.</p> <p>3A, B, C. In 2015-2016 Parent Cafe: 8 attendees weekly, verified by sign-in sheets.</p> <p>3C. In 2016-2017 100% of parents participated in the IEP process for qualified students, verified by SEIS.</p>	<p>Priority 3: Parent Involvement</p> <p>3 A, B, C. Increase Parent-Teacher Conference attendance.</p> <p>3A, B, C. Encourage and increase parental participation in Parent Café.</p> <p>3C. Encourage parental participation in the IEP process to maintain 100% participation.</p>	<p>Priority 3: Parent Involvement</p> <p>3 A, B, C. Increase Parent-Teacher Conference attendance.</p> <p>3A, B, C. Encourage and increase parental participation in Parent Café.</p> <p>3C. Encourage parental participation in the IEP process to maintain 100% participation.</p>	<p>Priority 3: Parent Involvement</p> <p>3 A, B, C. Increase Parent-Teacher Conference attendance.</p> <p>3A, B, C. Encourage and increase parental participation in Parent Café.</p> <p>3C. Encourage parental participation in the IEP process to maintain 100% participation.</p>
<p>Priority 5: Pupil Engagement</p> <p>5A. School Attendance</p>	<p>Priority 5: Pupil Engagement</p> <p>5A 2015-2016 Daily Attendance:</p>	<p>Priority 5: Pupil Engagement</p> <p>5A Increase attendance rates.</p>	<p>Priority 5: Pupil Engagement</p> <p>5A Increase attendance rates.</p>	<p>Priority 5: Pupil Engagement</p> <p>5A Increase attendance rates.</p>

<p>5B. Chronic Absenteeism</p> <p>5C. Middle school dropout rate</p> <p>5D. High school dropout rate</p> <p>5E. High school graduation rate</p>	<p>69.5%, verified by PROMIS.</p> <p>5B 2015-2016 Chronic Absentees: 86 Students total, verified by PROMIS.</p> <p>5C BFA serves students age 16 - 24 years of age, therefore does not calculate middle school dropout rates.</p> <p>5D 2015-2016 Dropout Rate: 44.6%, verified by PROMIS</p> <p>5E 2015-2016 Graduation Rate: 72 graduates, verified by PROMIS.</p>	<p>5B Decrease Chronic Absenteeism rates.</p> <p>5C n/a</p> <p>5D Decrease High school dropout rates.</p> <p>5E Increase High school total graduates.</p>	<p>5B Decrease Chronic Absenteeism rates.</p> <p>5C n/a</p> <p>5D Decrease High school dropout rates.</p> <p>5E Increase High school total graduates.</p>	<p>5B Decrease Chronic Absenteeism rates.</p> <p>5C n/a.</p> <p>5D Decrease High school dropout rates.</p> <p>5E Increase High school total graduates.</p>
<p>Priority 6: School Climate</p> <p>6A. Pupil suspension rate</p> <p>6B. Pupil expulsion rate</p> <p>6C. Other local measures, including surveys of pupils, parents, and teachers on safety and school connectedness</p>	<p>Priority 6: School Climate</p> <p>6A. 2015-2016 Pupil suspension rate: 78 total suspensions, verified by PROMIS.</p> <p>6B. 2015-2016 Pupil expulsion rate was 0, verified by PROMIS.</p> <p>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.</p>	<p>Priority 6: School Climate</p> <p>6A. Decrease suspension rates.</p> <p>6B. Maintain expulsion rate 0%.</p> <p>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</p>	<p>Priority 6: School Climate</p> <p>6A. Decrease suspension rates.</p> <p>6B. Maintain expulsion rate 0%.</p> <p>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</p>	<p>Priority 6: School Climate</p> <p>6A. Decrease suspension rates.</p> <p>6B. Maintain expulsion rate 0%.</p> <p>6C. Administer school climate survey to students and maintain positive results and promote anti-bullying atmosphere.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$750
Source	Supp/Conc
Budget	4000-4999: Books And Supplies

2018-19

Amount	\$750
Source	Supp/Conc
Budget	4000-4999: Books And Supplies

2019-20

Amount	\$750
Source	Supp/Conc
Budget	4000-4999: Books And Supplies

Reference		Reference		Reference	
Amount	\$4,250	Amount	\$4,250	Amount	\$4,250
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 2

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18		2018-19		2019-20	
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$2,758	Amount	\$2,758	Amount	\$2,758
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$7,250	Amount	\$7,250	Amount	\$7,250
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **3**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

Amount \$26,999

Source Supp/Conc

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$14,776

Source Supp/Conc

Budget Reference 3000-3999: Employee Benefits

Amount \$1,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies

Amount \$19,250

Source Supp/Conc

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount \$26,999

Source Supp/Conc

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$14,776

Source Supp/Conc

Budget Reference 3000-3999: Employee Benefits

Amount \$1,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies

Amount \$19,250

Source Supp/Conc

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$26,999

Source Supp/Conc

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$14,776

Source Supp/Conc

Budget Reference 3000-3999: Employee Benefits

Amount \$1,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies

Amount \$19,250

Source Supp/Conc

Budget Reference 5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

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

[Identified Need](#)

Through staff discussions and a review of data our needs are; Increase in assessment scores and use of assessment data to modify instruction

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic 1A. Teachers appropriate assigned and fully credentialed 1B. Access to instructional materials 1C. Facilities are maintained	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.	Priority 1: Basic 1A. 100% of teachers will be assigned appropriately. 1B. 100% students will have access to instructional materials. 1C. Facilities will be maintained in good repair.	Priority 1: Basic 1A. 100% of teachers will be assigned appropriately. 1B. 100% students will have access to instructional materials. 1C. Facilities will be maintained in good repair.	Priority 1: Basic 1A. 100% of teachers will be assigned appropriately. 1B. 100% students will have access to instructional materials. 1C. Facilities will be maintained in good repair.
Priority 2: Implementation of State Standards 2A. Implementation of SBE-adopted standards	Priority 2: Implementation of State Standards 2A. 100% of teachers were trained in CA standards aligned curriculum, verified by 2016-	Priority 2: Implementation of State Standards 2A. 100% of teachers will be trained in CA standards aligned curriculum.	Priority 2: Implementation of State Standards 2A. 100% of teachers will be trained in CA standards aligned curriculum.	Priority 2: Implementation of State Standards 2A. 100% of teachers will be trained in CA standards aligned curriculum.

<p>2B. How programs/services enable English Learners to access the CA Standards and ELD Standards</p>	<p>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.</p>	<p>2B. Offer curriculum and instructional strategies for EL students.</p>	<p>2B. Offer curriculum and instructional strategies for EL students.</p>	<p>2B. Offer curriculum and instructional strategies for EL students.or EL students.</p>
<p>4D. EL progress (CELDT) 4E. EL reclassification rate</p>	<p>4D. 2015-2016 16.4% English Proficient Students, verified by CELDT. 4E. 2015-2016 EL reclassification rate was 19%, verified by PROMIS.</p>	<p>4D. Increase the percentage of English Proficient Students. 4E. Increase the EL reclassification rate.</p>	<p>4D. Increase the percentage of English Proficient Students. 4E. Increase the EL reclassification rate.</p>	<p>4D. Increase the percentage of English Proficient Students. 4E. Increase the EL reclassification rate.</p>

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

3.1 Purchase the Illuminate Education License

2018-19

New Modified Unchanged

3.1 Purchase the Illuminate Education License

2019-20

New Modified Unchanged

3.1 Purchase the Illuminate Education License

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$1,925
 Source Supp/Conc
 Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount \$1,925
 Source Supp/Conc
 Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$1,925
 Source Supp/Conc
 Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

3.2 Provide Edmentum online program and tutor to address ELD and basic skills deficiencies.

3.2 Provide Edmentum online program and tutor to address ELD and basic skills deficiencies.

3.2 Provide Edmentum online program and tutor to address ELD and basic skills deficiencies.

BUDGETED EXPENDITURES

2017-18

Amount	\$29,280
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$7,600
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits
Amount	\$18,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$29,280
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$7,600
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits
Amount	\$18,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$29,280
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$7,600
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits
Amount	\$18,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3 Staffing

2018-19

New Modified Unchanged

3.3 Staffing

2019-20

New Modified Unchanged

3.3 Staffing

BUDGETED EXPENDITURES

2017-18

Amount	\$502,746
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$322,658
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$317,586
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$502,746
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$322,658
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$317,586
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$502,746
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$322,658
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$317,586
Source	Base
Budget Reference	3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$360,483

Percentage to Increase or Improve Services: 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 BFA's goals for its unduplicated pupils in the eight state priority areas.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?