Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jose Conservation Corps Charter	Rahul Sharma Principal	rsharma@sjcccs.org 4085953503

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions
and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a high quality and comprehensive instructional program

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
Credentialed teacher rate 100% Growth in Common reading assessments 65% Growth in Common math assessments 65% Implementation of Common Core State Standards for English- as measured by classroom observations and teacher planning documents 100% Implementation of Common Core State Standards for math as measured by classroom observations and teacher planning documents 100% Implementation of Common Core State Standards for English-Language Development as measured by classroom observations and teacher planning documents 80% Implementation of Next Generation Science Standards- as measured by classroom observations and teacher planning documents 80% English learner reclassification rate as measured by the ELPAC assessment 20% Percent of EL students who make process towards English proficiency as measured by the ELPAC assessment 60% Percent of students with an individualized learning plan (academic and career) 100% Percent of students making academic progress each grading period by passing a minimum of five classes each grading period 70%	Credentialed teacher rate 100% Growth in Common reading assessments 60% Growth in Common math assessments 60% Implementation of Common Core State Standards for English- as measured by classroom observations and teacher planning documents 100% Implementation of Common Core State Standards for math as measured by classroom observations and teacher planning documents 100% Implementation of Common Core State Standards for English-Language Development as measured by classroom observations and teacher planning documents 80% Implementation of Next Generation Science Standards- as measured by classroom observations and teacher planning documents 70% English learner reclassification rate as measured by the ELPAC assessment 15% Percent of EL students who make process towards English proficiency as measured by the ELPAC assessment 60% Percent of students with an individualized learning plan (academic and career) 100% Percent of students making academic progress each grading period by passing a minimum of five classes each grading period 70%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
New teacher support for the completion of the California Teacher Induction Program (CTIP)	$7,00	0
Purchase Edgenuity MyPath assessments for English and Math. All students will be assessed upon entry to school and then continuously throughout the school year.	$6,500	$6,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing professional development throughout the school year, including, but not limited to: Using data for instruction and student interventions, including formative and summative assessment Reading and writing across the curriculum Passing the cognitive load Instructional planning aligned to CCSS, NGSS, and ELD standards Embedding 21st century skills Project Based Learning Using technology in the classroom STEM/STEAM Working with students in an alternative setting Building a college going culture in the classroom	$500 teacher stipends $5,000 conferences and other outside professional development	$3,000
Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning.	1.0 FTE Education Navigator $50,000	$50,000
Increase course offerings for all students by purchasing an online, blended learning platform English language learners A-G Courses Advanced Learners Career Technical Education Courses	$8,000 Cyber High $20,250 Edgenuity	$20,250

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were used to support distance learning professional development for teachers and instructional staff in order to address the new learning landscape and technological features involved with providing both synchronous and asynchronous learning for students due to the school building closures caused by the impacts of the COVID-19 pandemic. Funds were also used to provide all students with learning supplies such as laptops and hotspots to ensure student connectivity. Support staff focused on using the Google Education Suite and engaging students and families within a distance and remote educational landscape.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID pandemic, some of the funds budgeted for actions/services in 2019-2020 were shifted the last few months of school to support distance learning, laptops and hotspots for students.

Special Education staff and teachers quickly transitioned to virtual meetings using the Google Meet platform. Teachers spent more time engaging with students through virtual meetings, emails, and phone calls. Support staff were used as case managers and each student was assigned a case manager.

Successes:

We successfully implemented our interventions and instructional best practices with success.

Our local data showed an increase in student engagement.

We reduced suspensions and chronic absenteeism.

Teachers went above and beyond to collaborate and learn new technology.

We were able to repurpose our support staff and assign each student a case manager.

Challenges:

The COVID 19 pandemic caused our staff to transition quickly from in-person learning to distance learning.

Our staff quickly put together Google Classrooms. Additionally, we relaxed our attendance and grading policies in the spring to account for the massive changes our students and community endured based on state and local guidance.

Engaging Special Education students.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3
5
6 7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Attendance Rate-75% Stay Rate-65% Chronic Absenteeism Rate-70% Graduation Rate (based on school year enrollment)-30% Dropout Rate-50% Suspension Rate-0% Expulsion Rate-0% Graduation Rate-based on students entering who are grad eligible-70%	Attendance Rate-67% Stay Rate-65% Chronic Absenteeism Rate-59.48% Graduation Rate (based on school year enrollment)-58% Dropout Rate-50% Suspension Rate-0% Expulsion Rate-0% Graduation Rate-based on students entering who are grad eligible-70%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement a comprehensive positive incentive systems including, but not limited to: PBIS Attendance incentives - Academic incentives	$2,000	$2,000
Establish new partnerships and further develop existing partnerships to provide comprehensive wraparound services for students. Including, but not limited to: Drug and alcohol counseling Behavioral/emotional counseling Social workers/case manager Housing: short and longterm Streamlined access to social services: WIC, CalFresh, General Assistance, CalWorks/CalLearn Transportation Employment services including work readiness and job placement	1.0 Education Navigator $50,000	$50,000
Upon entry, all students will complete a self sufficiency assessment which will be used to drive partnerships and connect students to stabilization resources.	1.0 Education Navigator $50,000	$50,000
Climate survey completed by students and staff twice per year (fall/early winter and spring)	$0 supported in house	$0 supported in house
Within two weeks of starting classes, each student will work with a staff member to created an individualized learning plan which encompasses academic and career planning. (Duplicate from Goal #1)	1.0 Education Navigator $50,000	$50,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students. The money not expended here was used to support distance learning when and where possible related to each action
with the purchase of additional technology and materials in support of student engagement and effective delivery of content. Mental health continued to be supported through outside partners.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:
We were effectively able to implement the actions and services in this goal. We will continue our commitment to ensuring our most vulnerable students have a positive and safe learning environment.

Our support staff all took on the roles of case managers and each individual student had someone to check in with daily.

Challenges:
Our greatest challenge to implement this goal was when we were sidelined by the COVID 19 pandemic. Our staff had to rethink how to create a positive and nurturing environment in a distance learning format.

Goal 3

Students will be college and/or career ready

State and/or Local Priorities addressed by this goal:

State Priorities:
5
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percent of students showing proficiency on 80% of 21st century skills as measured by the rubric- 35% Completion of a comprehensive graduation portfolio-25% of graduates Students completing the FASFA- 70% of graduates Participation in SJCC+CS vocational training program/career technical education- 40% Student enrolled in work-readiness/experience classes either with SJCC+CS or with an outside organization- 30% Percent of graduates completing 10 hours of community service hours- 100% Graduates engage in postsecondary activities College Training (including training programs an preapprenticeships programs) Career aligned employment-40%	Percent of students showing proficiency on 80% of 21st century skills as measured by the rubric- 40% Completion of a comprehensive graduation portfolio-waived due to COVID 19 Pandemic Students completing the FASFA- 75% of graduates Participation in SJCC+CS vocational training program/career technical education- 45% Student enrolled in work readiness/experience classes either with SJCC+CS or with an outside organization- 40% Percent of graduates completing 10 hours of community service hours- waived due to COVID 19 Pandemic Graduates engage in postsecondary activities College Training (including training programs an preapprenticeships programs) Career aligned employment-40%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire a Education Navigator to work with students on academic and career plans, coordinate postsecondary exposure activities such as presentations and visits, conduct FASFA workshops, and any other activities and actions related to post secondary readiness and placement.	$50,000	$50,000
The Education Navigator will work with staff from different departments develop and implement a plan for ensuring graduates create a comprehensive graduation portfolio.	$50,000	$50,000
Staff from the charter school and vocational training programs will work together to ensure that all students are aware of the different employment options provided through SJCCCS.	$0 supported in house	$0 supported in house
Work with YouthBuild AmeriCorps program to ensure that students are aware of community service opportunities to complete required community service hours.	$0 supported by in house program	$0 supported by in house program

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:
Despite the COVID 19 pandemic the school site was able to develop and maintain a solid Distance Learning plan that allowed students to earn a high quality education.

Challenges:
The typical college tours and on site college staff was not able to happen due to the COVID 19 pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional cleaning services and supplies: in order to ensure that surfaces and classrooms are cleaned between any shifts of student cohorts and, at a minimum, once per day	$12,000	0	Y
PPE for staff and students: ensuring that mask wearing can be promoted until such time as the recommendation is removed.	$5,000	0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

SJCCCS did not return to in person learning for the 2020-2021 school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SJCCCS serves an adult population of 17.5-27 year old. Based on surveys and conversations it was clear that the majority of our student population was not yet vaccinated so the safety of our students and staff took precedence and an in person instruction was not offered.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional Microsoft Surface Laptops for students in order to ensure all students have access to a working device	$138,365	$138,365	Y
Purchase of hot spots in order to ensure that students have access to the Internet, particularly for our students who may be experiencing homelessness	$13,870	$13,870	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the budgeted funds were used to purchase devices and hotspots to ensure student connectivity.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Technology resources were rapidly, efficiently, and effectively increased for students as the school closure continued and students remained in distance learning for the school year. School staff, checked out and distributed, a laptop computer and a hotspot to those students in need.
IT director with the support of the principal took the lead in troubleshooting connection of computers and hotspots. Additional laptops were purchased, configured, and distributed to support
distance learning for students. Ipads were also distributed to students in need. With this, all students in need were provided a computer device and hotspot for distance learning.

Regular, socially distanced, events to check out devices and distribute instructional materials, and other communications took place. With the use of the Google Education Suite student participation skyrocketed. All support staff, on top of their regular duties, became case managers for students. Each student in the entire school was assigned a case manager who cultivated a relationship for students to be seen and valued during distance learning. Weekly staff meeting were held to support teachers and staff during distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Edgenuity assessments through MyPath	$6,500	$6,500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All of the budgeted funds were used to support pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With the lack of personal connection it was more difficult to engage students in participating in opportunities to mitigate learning loss. However, SJCCCS has had a large amount of success in continuing to support learning deficits and loss relative to the usual practices of the school. Online platforms for supporting gaps have been used in classrooms.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Due to the onset of COVID 19, many obstacles prevented the type of support normally provided by teachers, counselors, and staff. A significant increase in the identified instances of students suffering emotionally and mentally was observed due to the impacts of the COVID-19 pandemic. However, due to the limitations of services predominantly provided in a virtual and distanced format made it difficult to reach all who needed services and contact. While difficult operating without in-person services SJCCCS found much success in the education navigator and school principal providing direct support to students in addressing the academic guidance and social-emotional learning support of the
effects of the trauma and anxiety related to COVID-19. Trainings focused on trauma-informed practices and social emotional learning were offered to staff and teachers. SJCCCS developed Tiered strategies for reengagement for students missing three or more consecutive dates.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Support staff and school administration reached out and communicated with students and families on a daily basis to reinforce the importance of daily student attendance. The emphasis was also put on building relationships between students and the school site. SJCCCS maintained a daily attendance rate of over 80%. SJCCCS support staff and administrators have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. All support staff and administrators have a given caseload to ensure engagement within classes. A three-tiered approach was created to reconnect teachers with students for whom they have not been able to have live daily interaction.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SJCCCS-in partnership with East Side Union High School District allows its students to go to one of ESUHSD's food distribution sites for all those who qualify for free and reduced lunch.
To support all of our students and families, SJCCCS has partnered with community-based agencies and nonprofit organizations to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. SJCCCS facilitates its own Food Pantry, located at school, which provides fresh produce, bakery items, dry goods, and other fresh and frozen foods to students and families once a week. Operated through a partnership with Second Harvest Food Bank, the pantry is staffed by SJCCCS staff. Families may access the pantry on Fridays during pantry hours. SJCCCS also provides families with hygiene
products and personal care items on request based on availability through donations from the Stanford Teen Health Van.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Pupil Engagement and Outreach	Provide Director of Support Services to ensure robust delivery of individualized interventions and outreach to high risk students.	$12,500	$12,500	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Director of support services supported students in ensuring delivery of interventions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Due to the obstacles and learning opportunities presented by distance-learning and the limitations of COVID-19 many lessons were learned. A few common themes became clear as the time in remote learning stretched out over a year-long period. In order to address these identified needs in the 2021-2024 LCAP, it is important to continually reflect on SJCCCS' practices moving from distance to in-person instruction. The time to review and discuss student performance and learning loss is paramount to teachers and students performing at the highest levels.

In support of collaboration and student success in all areas, it is clear the technology gap and creating equal opportunities for all students must continue to be addressed moving forward. Students must all have access to technology to be on a level playing field. As SJCCCS shifts back to in person learning it is imperative to view the holistic student and place an emphasis on the mental health and well being of students and staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Many efforts are in place and others will be implemented. Some of these efforts include access to technology, individualized learning plan supports for math and English, academic support labs, High School Success and College and Career curriculum, use of Edgenuity. In support of informing all of these efforts continued collaboration around and use of summative and formative assessment data provided by avenues such as Edgenuity and MDTP as well as in-class opportunities in order to identify deficits and where support is needed will continue to be offered and used strategically.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of services that have been implemented to address the increased and improved services of students with unique needs have been included in all of the annual update sections. The actions and

services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement were implemented as described and intended.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning
Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan informed the development of the 2021-2024 LCAP specifically in the following areas: Consistent and comprehensive formative and summative assessment systems will foster student-centered instructional practices, A rigorous college and career environment, encompassing 21st century skills, will promote academic and future success, Access to comprehensive support services will enable students to attend school regularly and actively engage in learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for
the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22
LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables
adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact
the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at
916-319-0809 or by email at lcff@cde.ca.gov. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and

     ◦   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional

Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jose Conservation Corps Charter	Rahul Sharma Principal	rsharma@sjcccs.org 4085953503

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

The San Jose Conservation Corps Charter School (SJCCCS) invests in a theory of change that enables disconnected youth, ages 17 ½ to 27, to move from poverty to prosperity through its holistic combination

of education and job training that emphasizes the interdependence of work ethic, education, and civic responsibility. Our target population reflects the highest need communities in San Jose, where youth are predominately nonwhite and qualify as low or very low income households. SJCCCS students have failed
to earn a high school diploma and are typically unemployed or employed in very low wage, non growth jobs. Many are on probation from the juvenile justice system, have former gang affiliation, have experienced substance abuse, are teen parents, or suffer from learning disabilities or other emotional challenges.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and
local data.

The greatest successes come from SJCCCS suspension and expulsion data. Serving high need students who have historical and educational trauma it is imperative to keep students in the classroom and since taking an holistic approach in serving students SJCCCS has been successful in keeping students in the classroom.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data,
including any areas of low performance and significant performance gaps among student groups on Dashboard
indicators, and any steps taken to address those areas.

SJCC+CS must improve the collection and use of data around student achievement. Assessment needs to be implemented with fidelity and the team must work together to use this data to create instruction and interventions that support students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year's LCAP sees a continued growth towards the three goals set last year. This year's focus will continue to be in three main areas: the instructional program, comprehensive support services, and college and career readiness.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following
prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and
improvement plans.

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

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school
improvement.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the
LCAP.

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

A summary of the feedback provided by specific stakeholder groups.

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

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals and actions in the 2021-2024 LCAP were directly influenced by stakeholder input.

Goals and Actions

Goals

Goal #	Description
Goal 1	Consistent and comprehensive formative and summative assessment systems will foster student-centered instructional practices.

<div style="background-color:#dbe9f8">An explanation of why the LEA has developed this goal.</div>

Based on analysis of data and observed student ability levels, students often present significant gaps in learning. It is imperative that we identify and utilize performance data that is valid and reliable. Faculty need to be able to inform and modify instruction based on assessment practices.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Schoolwide utilization of teacher planning documents.	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Consistent utilization of formative classroom assessments in all classes.	70%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Grading period summative course assessments for all classes.	90%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Students' reading and math levels will improve by two-grade levels per academic year.	40%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60%

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Develop assessments demonstrating academic growth	Means to Assess Improvement: Daily CFUs, grading period summative assessments shared with team	$0.00	Yes
Action #2	Assessment of baseline reading scores	Means to Assess Improvement: Increase in reading scores as evidenced by post test results	$13,375.00	Yes
Action #3	Assessment of baseline math scores	Means to Assess Improvement: Increase in math scores as evidenced by post test results	$13,375.00	Yes
Action #4	Development of alternative measures of academic success	Means to Assess Improvement: Increased use of alternative assessment methods; updated LCAP	$0.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 2	A rigorous college and career environment, encompassing 21st century skills, will promote academic and future success.

An explanation of why the LEA has developed this goal.

In order for students to succeed beyond high school, students need post-secondary planning, support, and access to relevant resources. For our students in particular, developing a culture of college and career is an important step toward building their self-concept and helping them envision a positive future for themselves.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Expand CTE options for all students.	35%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60%

Deliberate access to college and career resources, including financial aid.	50%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%
Defined digital literacy outcomes.	30%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Continue development and monitoring of postsecondary plans.	Means to Assess Improvement: Additional information added to plans.	$0.00	Yes
Action #2	Implementing and improving existing CTE programs	Means to Assess Improvement: Career pathway options; community partnerships for internships	$8,500.00	Yes
Action #3	Financial aid/FAFSA, and college application information workshops	Means to Assess Improvement: Workshop attendance, number of completed applications	$0.00	Yes
Action #4	Exploring career options with students	Means to Assess Improvement: Master Schedule, course assessments, Community Partners on site.	$0.00	Yes

Action # Title		Description	Total Funds	Contributin
Action #5	Develop a common list of digital literacy outcomes	Means to Assess Improvement: Planning documents; course syllabi	$0.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 3	Access to comprehensive support services will enable students to attend school regularly and actively engage in learning.

An explanation of why the LEA has developed this goal.

In order for students to succeed in the classroom we must address the barriers that students face in regards to coming to, and staying in school. Students will come to and stay at a school in which they feel welcome and safe and when they have their basic needs met.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Continue to expand opportunities for student voice.	50%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Increase access to support services.	50%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90%
Maintain and supplement relationships with outside support agencies based on students' need.	30%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%
Improved attendance.	80% attendance rate in SY 20-21	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95%

Actions

Action # Title	Description	Total Funds	Contributin

Action # Title		Description	Total Funds	Contributin
Action #1	Continue development and monitoring of student support services	Means to Assess Improvement: Student Individual Learning Plans, Success Assessments	$0.00	Yes
Action #2	Provide students with transportation options	Means to Assess Improvement: Increased attendance rates	$5,000.00	Yes
Action #3	Continued community outreach and involvement of community partners	Means to Assess Improvement: Increased community resources on campus, community event attendance	$0.00	Yes
Action #4	Increase opportunities for student engagement to support a positive learning environment	Means to Assess Improvement: Climate Surveys	$2,000.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	$97,640.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students
were considered first, and (2) how these actions are effective in meeting the goals for these students.

Ensure a high-quality academic program for English Learners by continuing to refine a program that includes:
A revised English Learner Plan heavily modeled after the ELD Roadmap and Toolkit
Stakeholder voice in program design and decisions
Designated ELD classes to build language skills and integrated ELD to support acquisition of content knowledge
Professional learning to understand and differentiate instruction based on the specific needs of newcomer ELs
Professional learning on strategies for students who are English learners addressing their language and academic needs
Edgenuity assessments of students inform instructional decisions

Monitoring for effective enrollment and placement in appropriate courses
Increasing opportunities to reteach and accelerate the learning of foster youth
Ensuring wrap-around services of academic, socio-emotional learning, and behavior support for each and every foster youth

A description of how services for foster youth, English learners, and low-income students are being increased or
improved by the percentage required.

San Jose Conservation Corps Charter School is an alternative education program designed to meet the needs of the most at-promise youth and young adults in our county. All of our students who are English learners, foster youth, and socioeconomically disadvantaged have had significant gaps in their education, been highly impacted by traumatic experiences, and in need of additional wrap around services.

All services provided are directed toward, and effective in, meeting SJCCCS' goals for its unduplicated pupils in the state priorities. These services are grounded in research that support such actions for our most at-promise students. Actions and services provided for our unduplicated students are carefully designed and targeted to meet their differentiated needs based on our Multi-Tiered System of Support structure and services.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Develop assessments demonstrating academic growth		$0.00	$0.00	$0.00	$0.00	$0.00
1	2	Assessment of baseline reading scores		$13,375.00	$0.00	$0.00	$0.00	$13,375.00
1	3	Assessment of baseline math scores		$13,375.00	$0.00	$0.00	$0.00	$13,375.00
1	4	Development of alternative measures of academic success		$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Continue development and monitoring of postsecondary plans.		$0.00	$0.00	$0.00	$0.00	$0.00
2	2	Implementing and improving existing CTE programs		$8,500.00	$0.00	$0.00	$0.00	$8,500.00

2	3	Financial aid/FAFSA, and college application information workshops		$0.00	$0.00	$0.00	$0.00	$0.00
2	4	Exploring career options with students		$0.00	$0.00	$0.00	$0.00	$0.00
2	5	Develop a common list of digital literacy outcomes		$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Continue development and monitoring of student support services		$0.00	$0.00	$0.00	$0.00	$0.00
3	2	Provide students with transportation options		$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	3	Continued community outreach and involvement of community partners		$0.00	$0.00	$0.00	$0.00	$0.00

3	4	Increase opportunities for student engagement to support a positive learning environment		$2,000.00	$0.00	$0.00	$0.00	$2,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$42,250.00	$0.00	$0.00	$0.00	$42,250.00

Total Personnel	Total Non-Personnel
$793.00	$548,457.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Develop assessments demonstrating academic growth	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00

1	2	Assessment of baseline reading scores	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$13,375.00	$13,375.00
1	3	Assessment of baseline math scores	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$13,375.00	$13,375.00
1	4	Development of alternative measures of academic success	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00
2	1	Continue development and monitoring of postsecondary plans.	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00

2	2	Implementing and improving existing CTE programs	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$8,500.00	$8,500.00
2	3	Financial aid/FAFSA, and college application information workshops	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00
2	4	Exploring career options with students	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00
2	5	Develop a common list of digital literacy outcomes	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00

3	1	Continue development and monitoring of student support services	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00
3	2	Provide students with transportation options	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$5,000.00	$5,000.00
3	3	Continued community outreach and involvement of community partners	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$0.00	$0.00
3	4	Increase opportunities for student engagement to support a positive learning environment	LEA-wide	All students including English Learners, Foster Youth, Low Income, Student with Disabilities	All Schools	$2,000.00	$2,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$42,250.00	$42,250.00

Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of

this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of

the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement - An LEA with a school or

schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this

goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP." Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to

impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the

progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners*: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as

calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we

expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

*Unduplicated Percentage > 55%:*For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.
Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.
Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure

Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-personnel**: This amount will be automatically calculated.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.