

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	John Adams Academy- El Dorado Hills		
Contact Name and Title	Heather Brown, Headmaster	Email and Phone	Heather.brown@johnadamsacademy.org (916) 780-6800

2017-20 Plan Summary

THE STORY

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

The John Adams Academy is guided by the mission of restoring America's heritage by developing servant leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor. The Academy looks to its most recent charter as the primary outline to meet its primary objectives and goals for the education of all learners. The charter states "Leadership education trains thinkers, leaders, inventors, citizens, entrepreneurs and statesman. It educates individuals "how to think" and teaches them why it is important. To meet these goals, the academy is committed to rigorous professional development of its staff, fiscal responsibility and fidelity to the aims of the Board of Trustees. The academy serves over 1200 TK-12 scholars in its Roseville facility and is set to begin instruction in the communities of Lincoln, California and El Dorado Hills, California in the Fall of the 2017-18. As a school of choice John Adams Academy - EDH will serve scholars from the surrounding counties and will build upon the integration of the Roseville campus into the fabric of the surrounding communities. The Academy is recognized as highly rigorous educational opportunity for all learners and a school environment that promotes civic responsibility.

LCAP HIGHLIGHTS

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

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

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

For the 2017-18 LCAP, Action Items and related services to meet Goal #1 are included and can be found in the Goal 1 section of the Goals, Actions & Services in the 2017-18 LCAP.

Goal #2- JAA will increase growth in literacy of all scholars on iReady assessments, internal classroom assessments and SBAC ELA assessments.

For the 2017-18 LCAP, Action Items and related services to meet Goal #2 are included and can be found in the Goal 2 section of the Goals, Actions & Services in the 2017-18 LCAP.

Goal #3- JAA will increase math proficiency of all scholars on iReady assessments, internal classroom assessments and SBAC math assessments.

For the 2017-18 LCAP, Action Items and related services to meet Goal #3 are included and can be found in the Goal 3 section of the Goals, Actions & Services in the 2017-18 LCAP.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

As an organization, we are very proud of the success our scholars and are extremely proud of the environment of respect and tolerance that our scholars have created. Through programs such as "Make it Happen" and our school's yearly theme "Tell Your Story" the academy has been able to focus on its mission and values, retaining its small school feel during a period of rapid growth. Community events such as the Revolution Run and Thin Blue Line presentations - recognizing first responders, have continued to further the academy's integration into the surrounding community, creating mentoring and service opportunities for our scholars. Music, Art, Drama and Athletic programs continue to excel with events such as Arts in the Park and the Holiday Arts Program being key events in the Academy calendar. As members of the California Interscholastic Federation, Sac-Juaquin Section, North Pacific Athletics Conference League our scholar athletes participate in post-season playoffs and take advantage of opportunities for grants and scholarships. The 7th -12th grade mentoring program as well as the elementary mentor program continues to be unique parts of the John Adams Academy classical servant leadership education. The mentor program helps scholars discover their "special excellence" by allowing them to be exposed to a variety of disciplines that move them from exploration to a more specific understanding of their individual gifts, talents and passions. Facilities

continue be a hallmark of the institution, serving to inspire and uplift by providing an optimal environment for learning. By innovating internal practices and maximizing resources, the academy has struck a balance between resource management and the abundance mentality to maintain beautiful surroundings. Though standardized test scores are down, other indicators such as exit interviews, surveys and community feedback continue to focus the academy on the long-term success of all of our scholars. PSAT and SAT data indicate that our academy consistently leads the State mean in all categories for grades 8th through 11. Through a multi-tiered system of support, scholars benefit from the positive behavior influence of the core value and leadership programming. Specialized programs such as Scholar Services the introduction of an Intervention Specialist continue to focus our outcomes on serving all learners. Teachers benefit from comprehensive professional development consisting of (5) five professional development days prior to the academic year, (3) three days during the year and a ½ day each week. Training consists of technical aspects of curriculum, instruction, scholar engagement, scope and sequence while a large amount of time is provided for grade level articulation and departmental meetings. Library and technology support continue to have marked success since the implementation of technology funds available from previous years. The Academy has seen significant growth in the amount of library and technology resources such as chrome books and support personnel. These increases have led to more widespread use of virtual classroom supports and better access to technology in the classroom. The Academy provides information and resources via the Academy website, www.johnadamsacademy.org and continues to promote parent participation through its Academy wide communication tool ParentSquare. The Academy enjoys a close association with its Parent Service Organization (PSO), which continues to be a driving catalyst in the implementation and modeling of the John Adams Academy servant leadership education.

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

GREATEST NEEDS

John Adams Academy - El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however the greatest need in the establishment of our classical leadership program will be to academically assess incoming scholars and create a system for benchmarking, improvement and monitoring.

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

PERFORMANCE GAPS

John Adams Academy - El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance gaps, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19.

INCREASED OR IMPROVED SERVICES

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

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

- Provide certificated services and program support to English Language Learners through a multi-tiered system of support. LCAP Goal 2; Action /Service 2.8, LCAP 3 Goal; Action /Service 3.8
- Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments. LCAP Goal 2; Action/Service 2.9, LCAP 3 Goal; Action /Service 3.9

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

- Provide staff to support and assist with the implementation of strategies that will improve the learning environment for students, support social emotional growth and increase student engagement and achievement. LCAP Goal 2, 3; Action/Service 2.6, 3.6
- Begin outreach activities to inform families of low income/ socio-disadvantaged students of available resources and supports. LCAP Goal 1; Action/Service 1.6

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,239,481
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$874,755

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

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

\$1,819,733	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1

John Adams Academy – El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

John Adams Academy – El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19

ACTIONS / SERVICES

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

Action

1

Actions/Services

N/A- See above

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	N/A- See above
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	N/A- See Above
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A- See Above
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A- See Above

Goal 2

John Adams Academy – El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

N/A- See Above	
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ACTIONS / SERVICES

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

Action **1**

Actions/Services	N/A- See Above	
Expenditures	BUDGETED	ESTIMATED ACTUAL

ANALYSIS

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

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

N/A- See Above

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

N/A- See Above

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

N/A- See Above



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A- See Above



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



Goal 3

John Adams Academy – El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

N/A- See Above

ACTIONS / SERVICES

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

Action

1

Actions/Services

N/A- See Above

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	N/A- See Above
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	N/A- See Above
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A- See Above

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

John Adams Academy - El Dorado Hills will develop a robust outreach plan to identify and engage stakeholders within the new community served by the Charter. The outreach efforts will include processes to consult with teachers, administrators, other school personnel, parents, and scholars to inform the development of the LCAP and the annual review and analysis for the following LCAP year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 1

Evaluate, implement and monitor curricular programs to ensure alignment to Academy expectations and state standards.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified Need Qualitative Data:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Curriculum Mapping for all grades	Introduction of curriculum Trak Software	80% Mapping of all curriculum	100% Mapping of all curriculum	100% Mapping of all curriculum
1.2 CCSS & Classical Training sign in sheets	2 CCSS, 10 Classical, 5 Teacher Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions
1.3 Professional Development, "Using State standards as a base for Classical Instruction" Sign in sheets	33 Total Professional Development Trainings	35 Total Professional Development Trainings	35 Total Professional Development Trainings	35 Total Professional Development Trainings
1.4 Development of Personal Learning Community's	Grades Level Teams Established	1 weekly meeting, 1 monthly meeting	1 weekly meeting, 1 monthly meeting	35 Total PLC's
1.5 Classical "U" for leadership and Teachers	Purchase License for each Teacher	100% Teachers with License	100% Teachers with License	100% Teachers with License

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 11,623	Amount: 15347	Amount: 22,041
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 1000: Certificated Salaries 5,000 3000: Benefits 1,123	Budget Reference: 0000: Unrestricted 1000: Certificated Salaries 6,000 3000: Benefits 1,347	Budget Reference: 0000: Unrestricted 1000: Certificated Salaries 8,903 3000: Benefits 1,969

5000: Services & Operations
5,500

5000: Services & Operations
8,000

5000: Services & Operations
11,169

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2,500	Amount: 6,000	Amount: 9,163
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Restricted 5000: Services & Operations 2500	Budget Reference: 0000: Restricted 5000: Services & Operations 6,000	Budget Reference: 0000: Restricted 5000: Services & Operations 9,163

PLANNED ACTIONS / SERVICES

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

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2,000	Amount: 4,562	Amount: 6,174
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 4000: Books & Supplies 500	Budget Reference: 0000: Unrestricted 4000: Books & Supplies 624	Budget Reference: 0000: Unrestricted 4000: Books & Supplies 675

5000:Services & Operations
1,500

5000:Services & Operations
3,938

5000:Services & Operations
5,499

PLANNED ACTIONS / SERVICES

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

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.4 Development of Personal Learning Communities	1.4 Development of Personal Learning Communities	1.4 Development of Personal Learning Communities

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.5 Classical "U" for Leadership and Teachers	1.5 Classical "U" for leadership and Teachers	1.5 Classical "U" for leadership and Teachers

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 960	Amount 2,520	Amount 3,360
Source Base	Source Base	Source Base
Budget Reference 0000: Unrestricted 5000: :Services & Operations 960	Budget Reference 0000: Unrestricted 5000: :Services & Operations 2,520	Budget Reference 0000: Unrestricted 5000: :Services & Operations 3,360

PLANNED ACTIONS / SERVICES

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

Action
6

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1,000	Amount 2,625	Amount 3,665
Source Base	Source Base	Source Base
Budget Reference 0000: Unrestricted 5000: Services & Operations	Budget Reference 0000: Unrestricted 5000: Services & Operations	Budget Reference 0000: Unrestricted 5000: Services & Operations

1,000

2,625

3,665

PLANNED ACTIONS / SERVICES

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

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 4,500	Amount: 10,000	Amount: 12,500
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 4000: Books & Supplies	Budget Reference: 0000: Unrestricted 4000: Books & Supplies	Budget Reference: 0000: Unrestricted 4000: Books & Supplies

4,500

10,000

12,500

PLANNED ACTIONS / SERVICES

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

Action **8**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 652,578	Amount 1,484,692	Amount 2,358,642
Source Base	Source Base	Source Base
Budget 0000: Unrestricted	Budget 0000: Unrestricted	Budget 0000: Unrestricted

Reference

1000: Certificated Salaries
479,851
3000: Benefits
107,727
4000 Books & Supplies
50,000
5000: Services & Operations
15,000

Reference

1000: Certificated Salaries
1,136,503
3000: Benefits
255,145
4000 Books & Supplies
58,432
5000: Services & Operations
34,612

Reference

1000: Certificated Salaries
1,822,432
3000: Benefits
409,136
4000 Books & Supplies
76,964
5000: Services & Operations
50,110

New

Modified

Unchanged

Goal 2

JAA will increase growth in literacy of all scholars on iReady assessments, internal classroom assessments and SBAC ELA assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified Need Quantitative Data:

John Adams Academy – El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19.

Identified Need Qualitative Data: Based on classroom observations and participation in academic conferences, there is a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Based on observations and teacher input staff indicate that they do not have a clear understanding of how to blend classical methodology to fully align their grade level content to Common Core State Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 1. CDE Evaluation Rubric for Academic Performance in ELA based on scholar performance on the CAASPP and internal assessments	During the initial school year of 2017/18 baseline performance levels will be established on academywide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be	During the initial school year of 2017/18 baseline performance levels will be established on academywide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.

	established for individual subgroups, including socio-economically disadvantaged scholars, English Language Learner scholars, and Special Education Scholars.	subgroups, including socio-economically disadvantaged scholars, English Language Learner scholars, and Special Education Scholars.		

New
 Modified
 Unchanged

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
--	--	--

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount 1,000

Source Base

Budget Reference
0000: Unrestricted
5000: Services & Operations
1,000

2018-19

Amount 2,625

Source Base

Budget Reference
0000: Unrestricted
5000: Services & Operations
2,625

2019-20

Amount 3,665

Source Base

Budget Reference
0000: Unrestricted
5000: Services & Operations
3,665

PLANNED ACTIONS / SERVICES

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

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

0

Amount

0

Amount

0

Source

Source

Source

Budget Reference

No anticipated costs associated with this action

Budget Reference

No anticipated costs associated with this action

Budget Reference

No anticipated costs associated with this action

PLANNED ACTIONS / SERVICES

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

Action **3**

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

Students to be Served

All

Students with Disabilities

[Specific Student Group(s)] _____

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.

2018-19

New Modified Unchanged

2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.

2019-20

New Modified Unchanged

2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.

BUDGETED EXPENDITURES

2017-18

Amount 74,477

Source Base

Budget Reference

0000: Unrestricted
2000: Classified Salaries
60,414
3000: Benefits
13,563
4000: Books & Supplies
500

2018-19

Amount 198,103

Source Base

Budget Reference

0000: Unrestricted
2000: Classified Salaries
160,966
3000: Benefits
36,137
4000: Books & Supplies
1,000

2019-20

Amount 252,488

Source Base

Budget Reference

0000: Unrestricted
2000: Classified Salaries
218,377
3000: Benefits
49,026
4000: Books & Supplies
1,200

PLANNED ACTIONS / SERVICES

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

Action 4

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.4: Provide additional professional development for the implementation of the Core Knowledge Language Arts program.	2.4: Provide additional professional development for the implementation of the Core Knowledge Language Arts program.	2.4: Provide additional professional development for the implementation of the Core Knowledge Language Arts program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 500	Amount: 1,313	Amount: 1,833
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted	Budget Reference: 0000: Unrestricted	Budget Reference: 0000: Unrestricted

5000: Services & Operations
500

5000: Services & Operations
1,313

5000: Services & Operations
1,833

PLANNED ACTIONS / SERVICES

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

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5: Allocate additional funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.

2018-19

New Modified Unchanged

2.5: Allocate additional funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.

2019-20

New Modified Unchanged

2.5: Allocate additional funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action **6**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

students support social emotional growth and increase student engagement and achievement.

environment for students support social emotional growth and increase student engagement and achievement.

environment for students support social emotional growth and increase student engagement and achievement.

BUDGETED EXPENDITURES

2017-18

Amount	16,194
Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 12,000 3000: Benefits 2,694 4000 Books & Supplies 500 5000: Services & Operations 1,000

2018-19

Amount	46,513
Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 35,127 3000: Benefits 7,886 4000 Books & Supplies 1,000 5000: Services & Operations 2,500

2019-20

Amount	68,522
Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 52,121 3000: Benefits 11,701 4000 Books & Supplies 1,200 5000: Services & Operations 3,500

PLANNED ACTIONS / SERVICES

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

Action 7

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 15,806	Amount 42,045	Amount 64,204
Source Base	Source Base	Source Base
Budget Reference 0000: Unrestricted 1000: Certificated Salaries	Budget Reference 0000: Unrestricted 1000: Certificated Salaries	Budget Reference 0000: Unrestricted 1000: Certificated Salaries

5,000
 2000: Classified Salaries
 7,500
 3000: Benefits
 2,806
 4000 Books & Supplies
 500

14,636
 2000: Classified Salaries
 18,628
 3000: Benefits
 7,468
 4000 Books & Supplies
 1,313

21,717
 2000: Classified Salaries
 29,219
 3000: Benefits
 11,435
 4000 Books & Supplies
 1,833

PLANNED ACTIONS / SERVICES

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

Action 8

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.8: Provide certificated services and program support to English Language

2018-19

New Modified Unchanged

2.8: Provide certificated services and program support to English Language Learners

2019-20

New Modified Unchanged

2.8: Provide certificated services and program support to English Language

Learners through a multi-tiered system of support.

through a multi-tiered system of support

Learners through a multi-tiered system of support

BUDGETED EXPENDITURES

2017-18

Amount

9,184

Source

Base

Budget
Reference

0000: Unrestricted
1000: Certificated Salaries
7,500
3000: Benefits
1,684

2018-19

Amount

26,883

Source

Base

Budget
Reference

0000: Unrestricted
1000: Certificated Salaries
21,955
3000: Benefits
4,929

2019-20

Amount

39,889

Source

Base

Budget
Reference

0000: Unrestricted
1000: Certificated Salaries
32,576
3000: Benefits
7,313

PLANNED ACTIONS / SERVICES

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

Action **9**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 17,755	Amount: 46,614	Amount: 65,080
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted	Budget Reference: 0000: Unrestricted	Budget Reference: 0000: Unrestricted

5000: Services & Operations
17,775

5000: Services & Operations
46,614

5000: Services & Operations
65,080

Goal 3

Goal #3- JAA will increase math proficiency of all scholars on iReady assessments, internal classroom assessments and SBAC math assessments.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified Need Quantitative Data:

John Adams Academy – El Dorado Hills is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19.

Identified Need Qualitative Data: Based on classroom observations, participation in academic conferences, Administration has determined there is a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Based on observations and teacher input staff indicate that they do not have a clear understanding of how to blend classical methodology to fully align their grade level content to Common Core State Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 1. CDE Evaluation Rubric for Academic Performance in ELA based on scholar performance on the CAASPP and internal assessments	During the initial school year of 2017/18 baseline performance levels will be established on academywide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual subgroups, including socio-	During the initial school year of 2017/18 baseline performance levels will be established on academywide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual subgroups, including socio-economically disadvantaged	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.

	economically disadvantaged scholars, English Language Learner scholars, and Special Education Scholars.	scholars, English Language Learner scholars, and Special Education Scholars.		

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1,250	Amount: 2000	Amount: 2,500
Source: Base	Source: Base	Source: Base

Budget
Reference

0000: Unrestricted
5000: Services & Operations
1,250

Budget
Reference

0000: Unrestricted
5000: Services & Operations
2,000

Budget
Reference

0000: Unrestricted
5000: Services & Operations
2,500

PLANNED ACTIONS / SERVICES

Action **2**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1,250	Amount: 2000	Amount: 2,500
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 5000: Services & Operations	Budget Reference: 0000: Unrestricted 5000: Services & Operations	Budget Reference: 0000: Unrestricted 5000: Services & Operations

1,250

2,000

2,500

PLANNED ACTIONS / SERVICES

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1,000	Amount: 1,500	Amount: 2,000
Source: Base	Source: Base	Source: Base
Budget: 0000: Unrestricted	Budget: 0000: Unrestricted	Budget: 0000: Unrestricted

Reference

5000: Services & Operations
1,000

Reference

5000: Services & Operations
1,500

Reference

5000: Services & Operations
2,000

PLANNED ACTIONS / SERVICES

Action **4**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 5,000	Amount 10,000	Amount 15,000
Source Base	Source Base	Source Base
Budget 0000: Unrestricted	Budget 0000: Unrestricted	Budget 0000: Unrestricted

Reference

4000: Books & Supplies
5,000

Reference

4000: Books & Supplies
10,000

Reference

4000: Books & Supplies
15,000

PLANNED ACTIONS / SERVICES

Action **5**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 15,495	Amount 31,544	Amount 42,893
Source Base	Source Base	Source Base
Budget Reference 0000: Unrestricted 1000: Certificated Salaries	Budget Reference 0000: Unrestricted 1000: Certificated Salaries	Budget Reference 0000: Unrestricted 1000: Certificated Salaries

5,000
2000: Classified Salaries
5,000
3000: Benefits & Taxes
2,245
4000: Books & Supplies
750
5000: Services & Operations
2,500

14,636
2000: Classified Salaries
5,000
3000: Benefits & Taxes
4,408
4000: Books & Supplies
936
5000: Services & Operations
6,553

21,717
2000: Classified Salaries
5,000
3000: Benefits & Taxes
5,998
4000: Books & Supplies
1,014
5000: Services & Operations
9,163

[PLANNED ACTIONS / SERVICES](#)

Action **6**

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

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

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

OR

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

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

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.6 Provide staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.	3.6 Maintain staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.	3.6 Maintain staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount 15,495	Amount 31,544	Amount 42,893
Source Base	Source Base	Source Base
Budget 0000: Unrestricted	Budget 0000: Unrestricted	Budget 0000: Unrestricted

Reference

1000: Certificated Salaries
5,000
2000: Classified Salaries
5,000
3000: Benefits & Taxes
2,245
4000: Books & Supplies
750
5000: Services & Operations
2,500

Reference

1000: Certificated Salaries
14,636
2000: Classified Salaries
5,000
3000: Benefits & Taxes
4,408
4000: Books & Supplies
936
5000: Services & Operations
6,553

Reference

1000: Certificated Salaries
21,717
2000: Classified Salaries
5,000
3000: Benefits & Taxes
5,998
4000: Books & Supplies
1,014
5000: Services & Operations
9,163

PLANNED ACTIONS / SERVICES

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

Action **7**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action **8**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action **9**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 0	Amount: 0	Amount: 0
Source:	Source:	Source:
Budget Reference: Costs included in Goal 2, Action 2.9	Budget Reference: Costs included in Goal 2, Action 2.9	Budget Reference: Costs included in Goal 2, Action 2.9

PLANNED ACTIONS / SERVICES

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

Action **10**

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

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

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

OR

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

Scholars to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.	3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.	3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 29,000	Amount: 43,085	Amount: 50,774
Source: Base	Source: Base	Source: Base
Budget Reference: 0000: Unrestricted 4000: Books & Supplies 24,000	Budget Reference: 0000: Unrestricted 4000: Books & Supplies 29,958	Budget Reference: 0000: Unrestricted 4000: Books & Supplies 32,447

5000: Services & Operations
5,000

5000: Services & Operations
13,127

5000: Services & Operations
18,327

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$50,586

Percentage to Increase or Improve Services:

2.67 %

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

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

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

Actions identified in the 2017-18 LCAP are:

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

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

Action/Service 1.6: Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support.

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

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

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

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

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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