

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Ánimo Inglewood Charter High School		
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2017-20 Plan Summary

THE STORY

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

Ánimo Inglewood Charter High School was founded in 2002 as the second school of the Charter Management Organization Green Dot Public Schools. AICHS is located in the city of Inglewood, California.

Ánimo Inglewood's current enrollment of 623 students consists of 90% Latinos, and 10% African American students. 13% of the students are designated as English Language Learners, and 38 students receive special education services, as dictated by their Individualized Education Plan. The school's Average Daily Attendance Rate is 97% and the average graduation rate for AICHS' is 91%. The 9th through 12th grade students of Ánimo Inglewood, predominantly reside in Inglewood, California.

LCAP HIGHLIGHTS

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

Ánimo Inglewood is a highly successful public charter high school. The school outperformed the district and state averages in statewide assessments, celebrating high graduation rates, and an overall positive school culture. The LCAP helped identify areas of improvement among student groups such as African American students and English Learners.

REVIEW OF PERFORMANCE

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

The promise to fulfill the mission of college preparedness at Ánimo Inglewood, is reflected in its academic programming. All students are exposed to an educational program that is standards aligned, with offerings in the visual and performing arts. Over the course of the 14-15 academic year, and subsequently in the 15-16 academic year, student's success rate at increasing the number of students that completed the A-G course requirements, as well as Advance Placement passage rates has increased. We are excited that the students have access, and are being successful with in the programs that exist at Ánimo Inglewood.

GREATEST PROGRESS

In addition to the academic program for students, the metrics used to measure Student Culture at Ánimo Inglewood has been one where highlights can be made. The school maintains a high Average Daily Attendance at the rate of 96% or higher, has met expectations of decreasing the cohort dropouts of less than 11%, and has significantly decreased suspension rate inclusive of English Learners significantly declined at a rate of 7.9% and even more significant was the declined were students with disabilities, which declined at 14.1%. Ánimo Inglewood will continue to work on decreasing suspension data for African American students and students with disability. We have been working with the National Equity Project, and CCEJ to continue calibration with equitable practice for managing disciplinary actions for each student.

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

While students are performing higher than state and city averages on statewide exams, the number of students who are not meeting proficiency at Ánimo Inglewood is comparable to the number of students who are not meeting A-G or not graduating. While graduation rates are comfortably in the high 80s, Ánimo Inglewood would like to improve graduation rates and continue monitoring graduation rate among English Learners and Students with Disabilities. With the implementation of opportunities for students to graduate with the state minimum requirements on individual student needs, as well as the implementation for a more robust English Learner program at the school, Ánimo Inglewood should see an increase the cohort graduation as well as A-G ready graduation rates.

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

There is a need to focus on African American student achievement and supports. The percentage of African American students who are not successfully completing A-G course requirements or passing AP exams have remained stagnant. In addition to this, the number of African American student suspended increased during the 2014-2015 academic year. To address this need, the school will continue to work with the National Equity Project to increase teacher awareness around implicit and explicit bias. This work has already had a profound impact with the school's administration team in dealing with disciplinary issues, especially with African American male students and students with disabilities. By placing an emphasis on attempting to understand the reason the behavior took place, the administration team has relied heavily on relationship building and understanding behaviors to reduce misbehavior.

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.

One of the areas we continue to improve in is the work with our English Learners. Our English Learners are our largest cohort of students who either do not graduate on time, or are counted as having dropped out. During the past few years, the school started to increase the number of supports provided to EL students. This includes the designation of an EL Lead and the implementation of an Individual Learning Plan for students who are unable to be reclassified by their junior year. We have also added an intervention class during our curriculum skills period, during which time the EL lead checks in with students regarding their grades and progress in classes. The EL Lead has also started to work with teachers around strategies to meet the needs of students through specific instructional strategies as well as looking through assessments to adjust instruction and ensure students can be successful on assessments, course grades, and graduation rates.

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	\$7,513,174
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$6,407,311

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.

While the LCAP includes a majority of the school's expenses, it does not include the following expenses: insurance; authorizing entity's oversight fee; penalties and late fees; depreciation; transfers from other locations; bond interest and fees; debt interest; contracted service fees; staff benefits, overtime, bonuses and stipend expenses, and cash reserves.

\$4,319,000

Total Projected LCFF Revenues for LCAP Year

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

Provide Basic Services:

1. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching
2. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition
3. Students will have access to the educational program as outlined in the school's charter petition
4. Students will participate in at least one year of Physical Education throughout their high school career
5. Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career
6. School facilities are maintained in good repair

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

1. 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.
2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks.
3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that

ACTUAL

1. 97% of teachers were fully credentialed in the subject areas and for the pupils they taught.
2. 100% of ELA and Math teachers had access to standards-aligned materials through online curricular resources on the internal platform.
3. 100% of courses offered have been approved through the Green Dot Course Catalog.

students are enrolled in and have access to a broad range of courses that are appropriate for student needs.

4. The school will offer at least one Physical Education course offering.
5. The school will offer at least one visual and performing art (VAPA) elective.
6. The school received an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair.

4. The school offered 1 Physical Education class.
5. The school offered 2 VAPA classes.
6. The school received an average of 93% on the facilities survey.

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

Expenditures

	PLANNED	ACTUAL
Human Resources	<p>Human Resources</p> <ul style="list-style-type: none">• Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained• Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements• Green Dot implemented improved systems / tools to automate employee lifecycle process (HRIS)	<p>Human Resources</p> <ul style="list-style-type: none">• Green Dot Human Resources and Human Capital reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained• Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements
\$10,000	BUDGETED	ESTIMATED ACTUAL \$75,958

Action

2

Actions/Services

PLANNED

Academic – Curriculum Design

- Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments
- Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups
- Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments
- Textbooks and classroom materials are tracked using online system to ensure access for all students

ACTUAL

Academic – Curriculum Design

- Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments
- Green Dot Education Team and school staff (e.g., administrators, teachers) are engaged in curriculum development via surveys, professional development and working groups
- Textbooks and classroom materials are tracked using online system to ensure access for all students
- Interim assessments align to Common Core standards and are available for all core teachers

Expenditures

BUDGETED

\$35,000

ESTIMATED ACTUAL

\$622,099

Action

3

Actions/Services

PLANNED

Academic – Interim Assessments

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Interim assessments align to Common Core

ACTUAL

Academic – Interim Assessments

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Green Dot interim assessments are aligned to

	<ul style="list-style-type: none"> standards and are available for all core teachers Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction 	<ul style="list-style-type: none"> both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction
Expenditures	<p>BUDGETED \$30,000</p>	<p>ESTIMATED ACTUAL \$59,109</p>

Action	4	
Actions/Services	<p>PLANNED Master Scheduling & Staffing</p> <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes The school will be appropriately staffed to 	<p>ACTUAL Master Scheduling & Staffing</p> <ul style="list-style-type: none"> Administrators utilized data to assess student course progress and placed students in appropriate classes for the upcoming year The master schedule reflected an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provided a venue for students to receive one-on-one academic consulting and additional support for core classes

	implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	<ul style="list-style-type: none"> The school was appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)
Expenditures	BUDGETED \$151,329	ESTIMATED ACTUAL \$932,598
Action	5	
Actions/Services	PLANNED Operations <ul style="list-style-type: none"> Annual facility inspections will be conducted by Green Dot Operations staff Regular facility inspections and audits will be conducted by school staff and Facilities team School maintenance and repairs will be provided by Green Dot Operations staff and external vendors 	ACTUAL <ul style="list-style-type: none"> Annual facility inspections by Green Dot Operations staff Regular facility inspections and audits by school staff and Facilities team School maintenance and repairs provided by Green Dot Operations staff and external providers
Expenditures	BUDGETED \$102,000	ESTIMATED ACTUAL \$1,868,634

ANALYSIS

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

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

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

Overall, the actions/services were implemented as described in the previous year's LCAP.

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

Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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

Goal 2

Proficiency for All:

7. Increase number of students scoring Proficient and above on SBAC ELA assessments.
8. Increase number of students scoring Proficient and above on SBAC Math assessments.
9. School will meet the annual API Growth Target or equivalent.
10. Increase number of EL students who reclassify as Fully English Proficient.
11. Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

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

7. Increase the percent of students scoring Met or Exceed Standard on the SBAC ELA assessment.

All Students	87%
Low Income	86%
Latino	87%

8. Increase the percent of students scored Met or Exceed Standard on the SBAC Math assessment.

All Students	73%
Low Income	71%
Latino	73%

ACTUAL

7. Percent of students who scored Met or Exceed Standard on the SBAC ELA assessment:

All Students	83%
Low Income	83%
Latino	84%

8. Percent of students who scored Met or Exceed Standard on the SBAC Math assessment.

All Students	43%
Low Income	43%
Latino	43%

9. The school will meet or exceed the API growth target.
10. Increase the percent English Learners will reclassify as Fully English Proficient on the CELDT.
11. Increase the percent of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

9. N/A – APIs have not been calculated since the 2012-13 school year.
10. 84% of English Learners reclassified as Fully English Proficient on the CELDT.
11. 90% of English Learners showed improvement on the CELDT annual assessment.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED	ACTUAL
<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards 	<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) were offered at the 9th and 10th grade levels to ensure students below grade level received targeted supports to meet their needs • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies

			<ul style="list-style-type: none"> Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP Green Dot adopted the Carnegie Math program, grades 6-11, and the iReady math program to support students and teachers in the transition to common core standards
Expenditures	BUDGETED \$49,045	ESTIMATED ACTUAL \$153,208	
Action	2		
Actions/Services	<p>PLANNED</p> <p>Supports for EL students:</p> <ul style="list-style-type: none"> Appropriate ELD courses are offered based on student needs (sheltered or ELD) An EL resources page is online to support teachers EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth 	<p>ACTUAL</p> <p>Supports for EL students:</p> <ul style="list-style-type: none"> A Literacy dashboard was created to monitor CELDT scores, student performance in ELA classes and Lexile growth Appropriate ELD courses are offered based on student needs (sheltered or ELD) Professional development is provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students An online EL resources page was created to support teachers The School's EL Lead is part of the Green Dot EL Steering Committee, which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program 	
Expenditures	<p>BUDGETED</p> <p>See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year".</p>	<p>ESTIMATED ACTUAL</p> <p>\$9,214</p>	

Action	3		
Actions/Services		<p>PLANNED Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan 	<p>ACTUAL Supports for Students with Disabilities</p> <ul style="list-style-type: none"> Students with Individualized Education Plans receive educational services in the Least Restrictive environment per the designation of this plan
Expenditures		<p>BUDGETED \$30,000</p>	<p>ESTIMATED ACTUAL \$352,383</p>
Action	4		
Actions/Services		<p>PLANNED High Achieving Students</p> <ul style="list-style-type: none"> Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses 	<p>ACTUAL High Achieving Students</p> <ul style="list-style-type: none"> A recommended application process was provided to all schools to ensure that all students have access to AP courses AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board
Expenditures		<p>BUDGETED See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year".</p>	<p>ESTIMATED ACTUAL \$110,342</p>
Action	5		
Actions/Services		<p>PLANNED Credit Recovery:</p> <ul style="list-style-type: none"> Credit recovery and/or summer school is offered to 	<p>ACTUAL Credit Recovery</p>

Expenditures

Action

6

Actions/Services

	<ul style="list-style-type: none"> support students in need of recouping credit Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience <ul style="list-style-type: none"> ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma School has two counselors who provide academic and college counseling All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed Credit recovery and/or summer school is offered to support students in need of recouping credit
See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" and See Expenditures in Proficiency for All, "Curriculum, Resources and Materials to Support Student Subgroups" for Applicable LCAP Year	ESTIMATED ACTUAL \$14,929
PLANNED Professional Development <ul style="list-style-type: none"> Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed 	ACTUAL Professional Development <ul style="list-style-type: none"> Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed

Expenditures

Action

7

Actions/Services

	<ul style="list-style-type: none">• Professional development will be provided to all teachers on the Common Core literacy standards• Professional development will be provided to core content teachers to transition to Common Core content standards• Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies• Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students• Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports	<ul style="list-style-type: none">• Professional development has been provided to all teachers on the Common Core literacy standards• Professional development has been provided to core content teachers to transition to Common Core content standards• Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies• Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
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BUDGETED

\$5,000

ESTIMATED ACTUAL

\$1,215,126

PLANNED

Interim Assessments

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP

ACTUAL

Interim Assessments

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
- Curriculum Directors and Curriculum Specialists developed the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit

Expenditures

Action

8

Actions/Services

Expenditures

		<ul style="list-style-type: none">plans, lesson plans and summative assessmentsSurveys are available for teachers to provide immediate feedback on interim assessments throughout the yearInterim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction
BUDGETED	ESTIMATED ACTUAL	
See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year".	See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year".	
PLANNED Test Preparation <ul style="list-style-type: none">School will incorporate CAHSEE prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in MarchMock CAHSEE exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needsGreen Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP	ACTUAL Test Preparation <ul style="list-style-type: none">School incorporates test prep within the school day for all 10th grade students to ensure they are adequately prepared for assessmentsMock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needsELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs	
BUDGETED See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year	ESTIMATED ACTUAL \$17,152	

ANALYSIS

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

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

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

Overall, the actions/services were implemented as described in the previous year's LCAP.

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

Overall, the school was effective in implementing the services to meet its LCAP goals. While the school did not see an increase in the percent of students meeting or exceeding the standard on the statewide assessment, its results were still higher than state and district averages. The school will work with the Green Dot Education Team to continue receiving specialized professional development to improve results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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

The school will adjust language in performance goals related to English Learner proficiency to read, "+/-5% or greater" to recognize the school's accomplishment if it is able to improve English Learner proficiency by more than 5%.

Goal 3

Prepared for college, leadership and life:

12. Increase the percent of graduates that successfully complete A-G course requirements.
13. Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above.
14. Increase EAP passage rates in ELA.
15. Increase EAP passage rates in Math.
16. Maintain low cohort dropout rates.
17. Increase graduation rates.

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

12. Increase the percent of graduates who successfully complete A-G course requirements.

All Students	Greater than 58%
Low Income	Greater than 59%
Latino	Greater than 56%

13. Increase number of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above.

All Students	Greater than 62%
Low Income	Greater than 63%
Latino	Greater than 61%

ACTUAL

12. Increase the percent of graduates who successfully complete A-G course requirements.

All Students	76%
Low Income	76%
Latino	77%

13. Increase number of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above.

All Students	120%
Low Income	119%
Latino	125%

14. Increase EAP passage rates in ELA.

All Students	Greater than 53.7%
Low Income	Greater than 52.6%
Latino	Greater than 54.1%

15. Increase EAP passage rates in Math.

All Students	Greater than 27.9%
Low Income	Greater than 26.3%
Latino	Greater than 28.1%

16. Maintain low cohort dropout rates.

All Students	Lower than 11%
Low Income	Lower than 11%
Latino	Lower than 10%
English Learners	Lower than 14%

17. Increase graduation rates.

All Students	Greater than 85%
Low Income	Greater than 85%
Latino	Greater than 85%
English Learners	Greater than 85%

14. Increase EAP passage rates in ELA.

All Students	36.7%
Low Income	38.6%
Latino	38.1%

15. Increase EAP passage rates in Math.

All Students	12.7%
Low Income	12.7%
Latino	14.9%

16. Maintain low cohort dropout rates.

All Students	10%
Low Income	11%
Latino	11%
English Learners	14%

17. Increase graduation rates.

All Students	85.8%
Low Income	85.7%
Latino	86.7%
English Learners	77.1%

ACTIONS / SERVICES

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

Action

1

Actions/Services	<p>PLANNED</p> <p>Curriculum</p> <ul style="list-style-type: none"> Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma A recommended application process is provided to all schools to ensure that all students have access to AP courses All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress 	<p>ACTUAL</p> <p>Curriculum</p> <ul style="list-style-type: none"> Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma Provided recommended application process to all schools to ensure that all students have access to AP courses Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress
Expenditures	<p>BUDGETED</p> <p>See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL</p> <p>\$324,382</p>
Action	2	
Actions/Services	<p>PLANNED</p> <p>Professional Development:</p> <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	<p>ACTUAL</p> <p>Professional Development</p> <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board
Expenditures	<p>BUDGETED</p> <p>See Expenditures in Proficiency for All, "Professional Development" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL</p> <p>See Expenditures in Proficiency for All, "Professional Development" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year</p>
Action	3	
Actions/Services	<p>PLANNED</p> <p>Counseling:</p> <ul style="list-style-type: none"> School has two counselors who provide academic 	<p>ACTUAL</p> <p>Counseling:</p> <ul style="list-style-type: none"> School has two counselors who provide academic

	<ul style="list-style-type: none"> and college counseling Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	<ul style="list-style-type: none"> and college counseling All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed
Expenditures	<p>BUDGETED \$126,942</p>	<p>ESTIMATED ACTUAL \$113,586</p>
Action 4		
Actions/Services	<p>PLANNED Test Preparation:</p> <ul style="list-style-type: none"> Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring 	<p>ACTUAL Test Preparation:</p> <ul style="list-style-type: none"> A recommended application process was provided to all schools to ensure that all students have access to AP courses AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
Expenditures	<p>BUDGETED See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL \$15,000</p>
Action 5		

Actions/Services

Expenditures

	<p>PLANNED</p> <p>Parent Involvement:</p> <ul style="list-style-type: none">• Progress reports are sent home quarterly to inform students and parents of academic progress in each course• Parent workshops educate parents on graduation requirements and how to best support their students	<p>ACTUAL</p> <p>Parent Involvement:</p> <ul style="list-style-type: none">• Progress reports are sent home quarterly to inform students and parents of academic progress in each course• Parent workshops educate parents on graduation requirements and how to best support their students
	<p>BUDGETED</p> <p>\$123,594</p>	<p>ESTIMATED ACTUAL</p> <p>\$9,074</p>

ANALYSIS

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

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

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

Overall, the actions/services were implemented as described in the previous year's LCAP.

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

Overall, the school was effective in implementing the services to meet its LCAP goals. The school will continue to work with English Learners to progress monitor towards graduation beginning in the 9th grade. Counselors will do intensive work with 11th and 12th graders to ensure credit recovery options are available and students are on track.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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.

Moving forward, the school will aim to have A-G rates greater than 70% for all student groups, or higher than the previous year. Additionally, the school will aim to have cohort dropout rates lower than 8% for all student groups, or lower than the previous year.

Goal 4

Focus on school culture:

18. School will maintain a high Average Daily Attendance ("ADA") rate.
19. School will decrease student chronic absenteeism rate.
20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.
21. School will maintain a low annual expulsion rate.

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

18. School will maintain a high Average Daily Attendance ("ADA") rate.

All Students	Greater than 90%
Low Income	Greater than 90%
African American	Greater than 90%
Latino	Greater than 90%
English Learners	Greater than 90%
Students with Disabilities	Greater than 90%

ACTUAL

18. School will maintain a high Average Daily Attendance ("ADA") rate.

All Students	96.7%
Low Income	96.8%
African American	96.6%
Latino	97.0%
English Learners	96.0%
Students with Disabilities	94.5%

19. School will decrease student chronic absenteeism rate.

All Students	Lower than 8.3%
Low Income	Lower than 6.9%
African American	Lower than 16.3%

19. School will decrease student chronic absenteeism rate.

All Students	8.9%
Low Income	6.3%
African American	4.6%

Latino	Lower than 6.9%
English Learners	Lower than 20.0%
Students with Disabilities	Lower than 18.2%

20. School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less.

All Students	Maintain 5% or less
Low Income	Maintain 5% or less
African American	Lower than 5.1%
Latino	Maintain 5% or less
Students with Disabilities	Lower than 6.8%

21. School will maintain a low annual expulsion rate.

All Students	Lower than 0.5%
Low Income	Lower than 0.5%
African American	Lower than 0.5%
Latino	Lower than 0.5%
English Learners	Lower than 0.5%
Students with Disabilities	Lower than 0.5%

Latino	4.6%
English Learners	8.3%
Students with Disabilities	17.1%

20. School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less.

The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education

21. School will maintain a low annual expulsion rate.

The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Attendance

- Attendance is taken daily and tracked via

ACTUAL

Attendance

- Attendance is taken daily and tracked via

Expenditures

2

<p>PowerSchool (Green Dot's student information system)</p> <ul style="list-style-type: none"> • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	<p>PowerSchool (Green Dot's student information system)</p> <ul style="list-style-type: none"> • Office staff communicates daily with parents to inform them of student absences and/or tardies • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system
<p>BUDGETED</p> <p>See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL</p> <p>\$18,223</p>

Action

Actions/Services

<p>PLANNED</p> <p>School Culture Team:</p> <ul style="list-style-type: none"> • School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The School Culture Team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental 	<p>ACTUAL</p> <p>School Culture Team:</p> <ul style="list-style-type: none"> • School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The School Culture Team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting
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	health services to reduce the suspension rate on all campuses	schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses
		<ul style="list-style-type: none"> Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
Expenditures	BUDGETED See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	ESTIMATED ACTUAL \$80,601
Action 3		
Actions/Services	PLANNED Response to Intervention/Multi-Tier System of Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions 	ACTUAL Response to Intervention/Multi-Tier System of Support: <ul style="list-style-type: none"> Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses
Expenditures	BUDGETED \$77,783	ESTIMATED ACTUAL \$58,194
Action 4		
Actions/Services	PLANNED Discipline Policy and Matrix: <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for 	ACTUAL Discipline Policy and Matrix: <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for

Expenditures

	<p>willful defiance</p> <ul style="list-style-type: none">• Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	<p>willful defiance</p> <ul style="list-style-type: none">• Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses• Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
BUDGETED	<p>See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year</p>	ESTIMATED ACTUAL <p>\$196,979</p>

ANALYSIS

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

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

Overall, the actions/services were implemented as described in the previous year's LCAP.

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

Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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.

Moving forward, the school will aim to have chronic absenteeism rates lower than 10% for all student groups, or lower than the previous year.

Goal 5

Parent Student and Community Engagement:

22. At least two parents will serve on the School Advisory Council ("SAC").
23. At least two parent activities or events will be held per semester.
24. Students, families and the school community will feel a sense of connectedness.

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

22. At least two parents will serve on the School Advisory Council ("SAC").
23. At least two parent activities or events will be held per semester.
24. Students, families and the school community will feel a sense of connectedness as measured by at least 80% of respondents agreeing that they would recommend the school to a friend on the Green Dot Family Survey.

ACTUAL

22. At least two parents served on the School Advisory Council ("SAC").
23. The school held at least two parent activities or events per semester.
24. 92% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.

ACTIONS / SERVICES

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

Action

1

Actions/Services

	<p>PLANNED</p> <p>Parent Engagement and Participation:</p> <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two parents are elected to serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities include planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process 	<p>ACTUAL</p> <p>Parent Engagement and Participation:</p> <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two parents are elected to serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal) • School offered Parent Academy/trainings for interested families
Expenditures	<p>BUDGETED</p> <p>See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL</p> <p>\$6,074</p>

Action

2

Actions/Services

	<p>PLANNED</p> <p>Communications:</p> <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to gather feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator 	<p>ACTUAL</p> <p>Communications:</p> <ul style="list-style-type: none"> • School has a Parent Coordinator whose responsibilities include planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education
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	<ul style="list-style-type: none"> Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 	
Expenditures	<p>BUDGETED</p> <p>See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL</p> <p>\$8,588</p>
Action	3	
Actions/Services	<p>PLANNED</p> <p>Community Partnerships:</p> <ul style="list-style-type: none"> School looks to engage the community through partnerships that can provide services to families both on and off campus 	<p>ACTUAL</p> <p>Community Partnerships:</p> <ul style="list-style-type: none"> School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services
Expenditures	<p>BUDGETED</p> <p>See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year</p>	<p>ESTIMATED ACTUAL</p> <p>\$107,911</p>

ANALYSIS

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

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

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

Overall, the actions/services were implemented as described in the previous year's LCAP.

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

Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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

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?

During the 2016-17 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts began in the fall of 2016 when the School Principal and Cluster Business Manager reviewed the 2016-17 LCAP with the School Advisory Council ("SAC"). Since the first SAC meeting, the Principal referred to the LCAP and its goals during subsequent SAC meetings to ensure the LCAP was kept top of mind. The SAC is comprised of administrators, teachers, counselors, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot's certificated staff.

The Green Dot Public Schools CA Home Office ("Green Dot Home Office"), including members of the Education, Knowledge Management, Policy & Public Affairs, Finance & Accounting and Operations teams, provided the School with updated data for each goal to help monitor and track progress for the 2017-18 Annual Update in May of 2017. The Principal reviewed the updated data with the SAC and reflected on changes from the previous year.

In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the 2017-18 Three-Year LCAP, taking into account the progress identified on the Annual Updates, revisions to actions/services, and updates to future expenditures. The 2017-18 LCAP was presented to the School Advisory Council during the May 2017 SAC meeting. The SAC reviewed the LCAP, including areas in the Annual Update where targets were missed, and provided feedback on additional actions/activities to address these areas in the future. Afterwards, the SAC approved the 2017-18 LCAP.

The Green Dot Home Office reviewed the 2017-18 Annual Updates across all Green Dot schools to identify trends, achievements and areas for improvement. This information was also shared with the **Green Dot's Board of Directors Education Committee** on June 19, 2017, which includes the President of the Asociación de Maestros Unidos.

The School LCAP was presented to the **Green Dot Governing Board** on June 30, 2017 for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education on June 30, 2017.

The Green Dot Home Office, School Leadership and SAC will regularly monitor and evaluate progress made towards the School's LCAP goals.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of the stakeholder engagement, the school made the following changes:

- Updated the calculation of several metrics to align with the methodologies requested by CA Department of Education or Local Authorizing Entity
- Updated anticipated measurable outcomes to better align with available data
- Supplemented Section 2 with new activities, services and expenditures to support the School in meeting all LCAP goals and targets

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

Provide Basic Services:

1. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching
2. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition
3. Students will have access to the educational program as outlined in the school's charter petition
4. Students will participate in at least one year of Physical Education throughout their high school career
5. Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career
6. School facilities are maintained in good repair

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- To provide and maintain Basic Services for students and schools
- To ensure students have access to a broad course of study
- To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 100% of teachers will be fully credentialed in the subject areas and for the	97% compliant	100% compliant	100% compliant	100% compliant

pupils they teach.				
2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks.	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks
3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs
4. The school will offer at least one Physical Education course.	School will offer at least one Physical Education course	School will offer at least one Physical Education course	School will offer at least one Physical Education course	School will offer at least one Physical Education course
5. The school will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective
6. The school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair	93% in good or exemplar repair	Greater than 90%	Greater than 90%	Greater 90%

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Human Resources:

- Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements
- Green Dot recently implemented an improved system to automate employee

Human Resources:

- Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements
- Green Dot's improved system will

Human Resources:

- Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements
- Green Dot's improved system will

lifecycle process (HRIS)	assist in automating employee lifecycle processes (HRIS)	assist in automating employee lifecycle processes (HRIS)
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$73,579	Amount
Source	LCFF	Source
Budget Reference	Shared Service Allocation/ Unrestricted	Budget Reference

Action

2

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"/> Schoolwide 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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and Math	Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and	Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed

"Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments

- Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups
- Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments
- Textbooks and classroom materials are tracked using online system to ensure access for all students

Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments

- Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups
- Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments
- Textbooks and classroom materials are tracked using online system to ensure access for all students

the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform.

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- Textbooks and classroom materials are tracked using online system to ensure access for all students

BUDGETED EXPENDITURES

2017-18

Amount	\$616,368
Source	LCFF
Budget Reference	Books, Educational Materials & Supplies

2018-19

Amount	\$634,859
Source	LCFF
Budget Reference	Books, Educational Materials & Supplies

2019-20

Amount	\$653,905
Source	LCFF
Budget Reference	Books, Educational Materials & Supplies

Action

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 Schoolwide OR Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Academic – Interim Assessments:

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Interim assessments align to Common Core standards and are available for all core teachers
- Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year
- Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction

Academic – Interim Assessments:

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- Interim assessments align to Common Core standards and are available for all core teachers
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- Interim assessment data will be analyzed by teachers and

	next steps to support instruction	administrators during department meetings to identify trends and assess next steps to support instruction
--	-----------------------------------	---

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$63,453	Amount
Source	Title I LCFF	Source
Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year	Budget Reference
Action	4	

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: _____ spans: _____	<input type="checkbox"/> Specific Grade _____

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"/> Schoolwide	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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Academic – Master Scheduling & Staffing: <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	Academic – Master Scheduling & Staffing: <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	Academic – Master Scheduling & Staffing: <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$948,616	Amount \$977,074	Amount \$1,006,387
Source Title I LCFF	Source Title I LCFF	Source Title I LCFF

Budget Reference

Salaries - Teachers & Administrators

Budget Reference

Salaries - Teachers & Administrators

Budget Reference

Salaries - Teachers & Administrators

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 Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Operations:

- Annual facility inspections will be conducted by Green Dot Operations staff
- Regular facility inspections and audits will be conducted by school staff and Facilities team
- School maintenance and repairs will be provided by Green Dot Operations staff and external vendors
- Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the charter

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- Furthermore, actions/services includes expenses such as rent,

school must lease or purchase facilities

charter school must lease or purchase facilities

building maintenance and supplies as the charter school must lease or purchase facilities

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$1,842,916

Amount

\$1,898,203

Amount

\$1,955,150

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Custodial & Facilities Maintenance

Budget Reference

Custodial & Facilities Maintenance

Budget Reference

Custodial & Facilities Maintenance

Goal 2

New

Modified

Unchanged

Proficiency for All:

7. Increase number of students scoring Standard Met on SBAC ELA assessments.
8. Increase number of students scoring Standard Met and above on SBAC Math assessments.
9. School will meet the annual API Growth Target or equivalent.
10. Increase number of EL students who reclassify as Fully English Proficient.
11. Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- To increase the percent of students who score Level 3 and above on the SBAC assessment
- To increase school Academic Performance Index (“API”) performance
- To increase the percent of English Learners who achieve full English language proficiency
- To increase the percent of English Learners (“EL”) students who make progress toward English proficiency

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
7. Increase the percent of students scoring Standard Met and above on SBAC ELA assessments	<table border="1"><tr><td>All Students</td><td>83%</td></tr><tr><td>Low Income</td><td>83%</td></tr><tr><td>Latino</td><td>84%</td></tr></table>	All Students	83%	Low Income	83%	Latino	84%	<table border="1"><tr><td>All Students</td><td>84%</td></tr><tr><td>Low Income</td><td>84%</td></tr><tr><td>Latino</td><td>85%</td></tr></table>	All Students	84%	Low Income	84%	Latino	85%	<table border="1"><tr><td>All Students</td><td>85%</td></tr><tr><td>Low Income</td><td>85%</td></tr><tr><td>Latino</td><td>86%</td></tr></table>	All Students	85%	Low Income	85%	Latino	86%	<table border="1"><tr><td>All Students</td><td>86%</td></tr><tr><td>Low Income</td><td>86%</td></tr><tr><td>Latino</td><td>87%</td></tr></table>	All Students	86%	Low Income	86%	Latino	87%
All Students	83%																											
Low Income	83%																											
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Low Income	85%																											
Latino	86%																											
All Students	86%																											
Low Income	86%																											
Latino	87%																											
8. Increase the percent	<table border="1"><tr><td>All</td><td>43%</td></tr></table>	All	43%	<table border="1"><tr><td>All</td><td>44%</td></tr></table>	All	44%	<table border="1"><tr><td>All</td><td>45%</td></tr></table>	All	45%	<table border="1"><tr><td>All</td><td>46%</td></tr></table>	All	46%																
All	43%																											
All	44%																											
All	45%																											
All	46%																											

of students scoring Standard Met and above on SBAC Math assessments.	<table border="1"> <thead> <tr> <th>Students</th><th></th></tr> </thead> <tbody> <tr> <td>Low Income</td><td>43%</td></tr> <tr> <td>Latino</td><td>43%</td></tr> </tbody> </table>	Students		Low Income	43%	Latino	43%	<table border="1"> <thead> <tr> <th>Students</th><th></th></tr> </thead> <tbody> <tr> <td>Low Income</td><td>44%</td></tr> <tr> <td>Latino</td><td>44%</td></tr> </tbody> </table>	Students		Low Income	44%	Latino	44%	<table border="1"> <thead> <tr> <th>Students</th><th></th></tr> </thead> <tbody> <tr> <td>Low Income</td><td>45%</td></tr> <tr> <td>Latino</td><td>45%</td></tr> </tbody> </table>	Students		Low Income	45%	Latino	45%	<table border="1"> <thead> <tr> <th>Students</th><th></th></tr> </thead> <tbody> <tr> <td>Low Income</td><td>46%</td></tr> <tr> <td>Latino</td><td>46%</td></tr> </tbody> </table>	Students		Low Income	46%	Latino	46%
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Latino	45%																											
Students																												
Low Income	46%																											
Latino	46%																											
9. School will meet the annual API Growth Target or equivalent.	API has not been calculated since the 2012-13 school year.	Meet or Exceed Growth Target	Meet or Exceed Growth Target	Meet or Exceed Growth Target																								
10. Increase number of EL students who reclassify as Fully English Proficient.	84%	84% +/-5% or greater	Prior year +/- 5% or greater	Prior year +/- 5% or greater																								
11. Increase number of EL students scoring "Early Advanced" and "Advanced" on the California English Language Development Test ("CELDT") annual assessment	90%	90% +/-5% or greater	Prior year +/- 5% or greater	Prior year +/- 5% or greater																								

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards

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- ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs
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- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$131,093	Amount	\$135,026	Amount	\$139,077
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies

Action

2

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
EL Students: <ul style="list-style-type: none"> • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to support 	EL Students: <ul style="list-style-type: none"> • Appropriate ELD courses are offered based on student needs (sheltered or ELD) 	EL Students: <ul style="list-style-type: none"> • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to support

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth | <ul style="list-style-type: none"> • An EL resources page is online to support teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth | <ul style="list-style-type: none"> teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth |
|--|--|--|

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$6,605	Amount
Source	Title III	Source
Budget Reference	EL Lead Stipend, Textbooks, and Sub Services for Training	Budget Reference

Action

3

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input checked="" 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"/> Schoolwide 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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Students with Disabilities:</p> <ul style="list-style-type: none"> Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan 	<p>Students with Disabilities:</p> <ul style="list-style-type: none"> Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan 	<p>Students with Disabilities:</p> <ul style="list-style-type: none"> Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$362,116	Amount
Source	IDEA Title I	Source
Budget Reference	Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference

Action

4

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

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<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses	High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses	High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$108,497	Amount \$111,752	Amount \$115,104
Source LCFF	Source LCFF	Source LCFF
Budget Reference AP Testing, Elective Classes	Budget Reference AP Testing, Elective Classes	Budget Reference AP Testing, Elective Classes

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 type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
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Location(s)

All schools
 Specific Schools: _____

Specific Grade

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Credit Recovery:

- Credit recovery and/or summer school is offered to support students in need of recouping credit
- Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience

Credit Recovery:

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- Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

See Expenditure in
Prepare for college,
leadership and life --
Salaries

Amount

See Expenditure in
Prepare for college,
leadership and life --
Salaries

Amount

See Expenditure in
Prepare for college,
leadership and life --
Salaries

Source

Title I

Source

Title I

Source

Title I

Budget Reference

Credit Recovery,
Opportunities for

Budget Reference

Credit Recovery,
Opportunities for

Budget Reference

Credit Recovery,
Opportunities for

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Professional Development:

- Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed
- Professional development will be provided to all teachers on the Common Core literacy standards
- Professional development will be provided to core content teachers to transition to Common Core content standards
- Green Dot utilizes the train-the-trainer model providing instructional leadership

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<p>team members in each content area ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports 	<p>leadership team members in each content area ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports 	<p>leadership team members in each content area ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$1,202,151	Amount
Source	Title I Title II LCFF	Source
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

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)] _____
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<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade
--------------------	---	--	---

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
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<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
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<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade
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ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2018-19

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

2019-20

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

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP

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- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	See Expenditure in Academic Interim Assessment	Amount	See Expenditure in Academic Interim Assessment	Amount	See Expenditure in Academic Interim Assessment
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Interim Assessments	Budget Reference	Interim Assessments	Budget Reference	Interim Assessments

Action 8

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"/> Schoolwide 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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Test Preparation: <ul style="list-style-type: none"> • School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock exams are developed by the Ed Team and administered at the school 	Test Preparation: <ul style="list-style-type: none"> • School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock exams are developed by the Ed Team and administered at the school 	Test Preparation: <ul style="list-style-type: none"> • School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock exams are developed by the Ed Team and administered at the school

site so teachers can use data to differentiate for student needs

- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP

site so teachers can use data to differentiate for student needs

- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP

site so teachers can use data to differentiate for student needs

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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$17,787	Amount
Source	Title I	Source
Budget Reference	Test Preparation Materials and Supplies, IT Equipment	Budget Reference

New Modified Unchanged

Goal 3

Prepared for college, leadership and life:

12. Increase the percent of graduates that successfully complete A-G course requirements.
13. Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above.
14. Increase EAP passage rates in ELA.
15. Increase EAP passage rates in Math.
16. Maintain low cohort dropout rates.
17. Increase graduation rates.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- To increase the percent of students who complete high school prepared for college, leadership and life
- To increase the percent of students demonstrating college preparedness pursuant to the Early Assessment Program ("EAP")
- To maintain a low high school dropout rate

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

12. Increase the percent of graduates that successfully complete A-G course requirements.

All Students	76%
Low Income	76%
Latino	77%

All Students	Greater than 70%
Low Income	Greater than 70%
Latino	Greater than 70%

All Students	Greater than 70%
Low Income	Greater than 70%
Latino	Greater than 70%

All Students	Greater than 70%
Low Income	Greater than 70%
Latino	Greater than 70%

13. Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above.

All Students	120%
Low Income	119%
Latino	125%

All Students	121%
Low Income	120%
Latino	126%

All Students	122%
Low Income	121%
Latino	127%

All Students	123%
Low Income	122%
Latino	128%

14. Increase EAP passage rates in ELA.

All Students	36.7%
Low Income	38.6%
Latino	38.1%

All Students	37.7%
Low Income	39.6%
Latino	39.1%

All Students	38.7%
Low Income	40.6%
Latino	40.1%

All Students	39.7%
Low Income	41.6%
Latino	41.1%

15. Increase EAP passage rates in Math.

All Students	12.7%
Low Income	12.7%
Latino	14.9%

All Students	13.7%
Low Income	13.7%
Latino	15.9%

All Students	14.7%
Low Income	14.7%
Latino	16.9%

All Students	15.7%
Low Income	15.7%
Latino	17.9%

16. Maintain low cohort dropout rates.

All Students	10%
Low Income	11%
Latino	11%
English Learners	14%

All Students	Less than prior year
Low Income	Less than prior year
Latino	Less than prior year

All Students	Less than prior year
Low Income	Less than prior year
Latino	Less than prior year

All Students	Less than prior year
Low Income	Less than prior year
Latino	Less than prior year

17. Increase graduation rates.

All Students	85.8%
Low Income	85.7%
Latino	86.7%
English Learners	77.1%

All Students	Greater than 85%
Low Income	Greater than 85%
Latino	Greater than 85%
English Learners	Greater than 85%

All Students	Greater than 85%
Low Income	Greater than 85%
Latino	Greater than 85%
English Learners	Greater than 85%

All Students	Greater than 85%
Low Income	Greater than 85%
Latino	Greater than 85%
English Learners	Greater than 85%

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input 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"/> Schoolwide	OR
<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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized

graduation progress

academic consultancy and a review of graduation progress

academic consultancy and a review of graduation progress

BUDGETED EXPENDITURES

	2017-18	2018-19		2019-20	
Amount	\$354,429	Amount	\$365,062	Amount	\$376,014
Source	Title I LCFF	Source	Title I LCFF	Source	Title I LCFF
Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development: <ul style="list-style-type: none">• AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board	Professional Development: <ul style="list-style-type: none">• AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board	Professional Development: <ul style="list-style-type: none">• AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	See Expenditure in Professional Development	Amount	See Expenditure in Professional Development
Source	Title II	Source	Title II
Budget Reference	Professional Development	Budget Reference	Professional Development

Action **3**

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"/> Schoolwide 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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling: <ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	Counseling: <ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	Counseling: <ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$120,202	Amount
Source	Title I LCFF	Source
Budget Reference	Salaries - Counselors	Budget Reference

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:

<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"/> Schoolwide	OR
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Test Preparation:</p> <ul style="list-style-type: none"> Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring 	<p>Test Preparation:</p> <ul style="list-style-type: none"> Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring 	<p>Test Preparation:</p> <ul style="list-style-type: none"> Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$55,076	Amount \$56,728	Amount \$58,430
Source Title I	Source Title I	Source Title I
Budget Reference Testing Supplies	Budget Reference Testing Supplies	Budget Reference Testing Supplies

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Parent Involvement:

- Progress reports are sent home quarterly to inform students and parents of academic progress in each course
- Parent workshops educate parents on graduation requirements and how to best support their students

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- Parent workshops educate parents on graduation requirements and how to best support their students

BUDGETED EXPENDITURES

2017-18

Amount

\$9,588

2018-19

Amount

\$9,876

2019-20

Amount

\$10,172

Source

Title I

Source

Title I

Budget Reference

Salaries - Office Staff

Source

Salaries - Office Staff

Budget Reference

Salaries - Office Staff

Goal 4

New

Modified

Unchanged

Focus on school culture:

18. School will maintain a high Average Daily Attendance ("ADA") rate.
19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.
20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.
21. School will maintain a low annual expulsion rate.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- To maintain a high attendance rate
- To maintain a low chronic absenteeism rate
- To decrease the number of pupil suspensions
- To decrease the number of pupil expulsions

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

18. School will maintain a high Average Daily Attendance ("ADA") rate.

All Students	96.7%
Low Income	96.8%
African American	96.6%
Latino	97.0%
English Learners	96.0%

All Students	Greater than 90%
Low Income	Greater than 90%
African American	Greater than 90%
Latino	Greater than 90%
English Learners	Greater than 90%

All Students	Greater than 90%
Low Income	Greater than 90%
African American	Greater than 90%
Latino	Greater than 90%
English Learners	Greater than 90%

All Students	Greater than 90%
Low Income	Greater than 90%
African American	Greater than 90%
Latino	Greater than 90%
English Learners	Greater than 90%

	Students with Disabilities 94.5%	Students with Disabilities Greater than 90%	Students with Disabilities Greater than 90%	Students with Disabilities Greater than 90%																																																
19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.	<table border="1"> <tr><td>All Students</td><td>8.9%</td></tr> <tr><td>Low Income</td><td>6.3%</td></tr> <tr><td>African American</td><td>4.6%</td></tr> <tr><td>Latino</td><td>4.6%</td></tr> <tr><td>English Learners</td><td>8.3%</td></tr> <tr><td>Students with Disabilities</td><td>17.1%</td></tr> </table>	All Students	8.9%	Low Income	6.3%	African American	4.6%	Latino	4.6%	English Learners	8.3%	Students with Disabilities	17.1%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>African American</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than 17.1%</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	African American	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than 17.1%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>African American</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than prior year</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	African American	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than prior year	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>African American</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than prior year</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	African American	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than prior year
All Students	8.9%																																																			
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Latino	Less than 10%																																																			
English Learners	Less than 10%																																																			
Students with Disabilities	Less than prior year																																																			
20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the	All students and statistically significant student groups Less than 5% or less than current year	All students and statistically significant student groups Less than 5% or less than current year	All students and statistically significant student groups Less than 5% or less than current year																																																

	California Department of Education						
21. School will maintain a low annual expulsion rate.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education	All students and statistically significant student groups	Less than 0.5%	All students and statistically significant student groups	Less than 0.5%	All students and statistically significant student groups	Less than 0.5%

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 Schoolwide OR Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Attendance:

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)
- Office staff communicates daily with parents to inform them of student absences and/or tardies
- School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed
- Students at Phase 2-4 of the SART process receive individualized interventions including

Attendance:

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)
- Office staff communicates daily with parents to inform them of student absences and/or tardies
- School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed

Attendance:

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)
- Office staff communicates daily with parents to inform them of student absences and/or tardies
- School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed
- Students at Phase 2-4 of the SART process receive individualized

parent meetings, student agreements and/or possible referral to the judicial system

- Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system

interventions including parent meetings, student agreements and/or possible referral to the judicial system

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$18,668	Amount	\$19,228
Source	LCFF	Source	LCFF
Budget Reference	Classified Staff Salaries	Budget Reference	Classified Staff Salaries

Action

2

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"/> Schoolwide	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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

School Culture Team:

- School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students
- The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program
- A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus
- Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses

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BUDGETED EXPENDITURES

2017-18

Amount

\$97,190

Source

Title II

Budget Reference

Professional Services,
Shared Service Fee

2018-19

Amount

\$100,106

Source

Title II

Budget Reference

Professional Services,
Shared Service Fee

2019-20

Amount

\$103,109

Source

Title II

Budget Reference

Professional Services,
Shared Service Fee

Action

3

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"/> Schoolwide 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

Response to Intervention/Multi-Tier Systems of Support:

- Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions

2018-19

New Modified Unchanged

Response to Intervention/Multi-Tier Systems of Support:

- Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions

2019-20

New Modified Unchanged

Response to Intervention/Multi-Tier Systems of Support:

- Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions

BUDGETED EXPENDITURES

2017-18

Amount

\$57,681

Source

Title I

Budget Reference

Salaries - Mental Health Staff

2018-19

Amount

\$59,411

Source

Title I

Budget Reference

Salaries - Mental Health Staff

2019-20

Amount

\$61,194

Source

Title I

Budget Reference

Salaries - Mental Health Staff

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Discipline Policy and Matrix:

- Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance
- Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion

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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$190,943	Amount	\$196,671	Amount	\$202,571
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Budget Reference	Shared Service Fee, Expenditures in Master Schedule

New Modified Unchanged

Goal 5

Parent Student and Community Engagement:

22. At least two parents will serve on the School Advisory Council ("SAC").
23. At least two parent activities or events will be held per semester.
24. Students, families and the school community will feel a sense of connectedness.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- To provide opportunities for parental input in school site decisions
- To provide opportunities for parental participation in school events and programs
- To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
22. At least two parents will serve on the School Advisory Council ("SAC").	Met Target	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC
23. At least two parent activities or events will be held per semester.	Met Target	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester
24. Students, families and the school community will feel a sense of connectedness.	92% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?"	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot

on the Green Dot Family
survey

Green Dot Family survey

Family survey

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Parent Engagement and Participation:</p> <ul style="list-style-type: none"> Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians 	<p>Parent Engagement and Participation:</p> <ul style="list-style-type: none"> Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians 	<p>Parent Engagement and Participation:</p> <ul style="list-style-type: none"> Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians

- Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education
 - School offers parent workshops to engage parents in the educational process
- parents/guardians
 - Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education
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- Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$16,427	Amount	\$16,920
Source	Title I	Source	Title I
Budget Reference	Classified Staff Salaries	Budget Reference	Classified Staff Salaries

Action **2**

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"/> Schoolwide	OR
<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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Communications: <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 	Communications: <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 	Communications: <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$14,753	Amount
Source	Title I LCFF	Source
Budget Reference	Communications	Budget Reference

Action

3

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 spans: _____ <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade

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<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"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
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ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Community Partnerships: <ul style="list-style-type: none">• School looks to engage the community through partnerships that can provide services to families both on and off campus	Community Partnerships: <ul style="list-style-type: none">• School looks to engage the community through partnerships that can provide services to families both on and off campus	Community Partnerships: <ul style="list-style-type: none">• School looks to engage the community through partnerships that can provide services to families both on and off campus

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$79,802	Amount \$82,196	Amount \$84,662
Source Title I LCFF	Source Title I LCFF	Source Title I LCFF
Budget Reference Classified Staff Salaries	Budget Reference Classified Staff Salaries	Budget Reference Classified Staff Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$1,752,500

Percentage to Increase or Improve Services:

23%

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

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

The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 91% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

In order to meet the needs of its diverse student population that school will look to implement Green Dot's academic model with fidelity.

The model outlines the framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting Leadership and Life Skills. Implementation strategies are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools.

1. **Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of The College-Ready Promise (TCRP) TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
2. **Cultivating a College-going Culture:** Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisor and offering college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful

implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.

3. **Eliminating Barriers to Learning:** Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that provides academic guidance, school culture & safety; college and career; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
4. **Promoting Leadership & Life Skills:** Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

The schools' educational program will successfully meet the needs of its diverse student population. Examples of these supports include:

- Implementation of all three tiers of the Multi-Tier System of Supports in Literacy, Math, English Language Development and Special Education
- Intensive interventions for students requiring additional enrichment and support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- An Advisory program for all students to prepare them with the tools and behaviors to succeed in high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance
- Integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- Proactive and positive student behavior management, including various alternatives to suspension
- Opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- Special education programs that cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

The school has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. The

model is derived from the following continuum of research-based practices:

- **Planning and Preparation:** Based on Essential Elements of Effective Instruction by Madeline Hunter.
 - Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning:** Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
 - The emphasis of Understanding by Design (“UbD”) is on “backward design,” the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment.
 - Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Techniques:** Based on Teach Like a Champion by Doug Lemov.
 - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
- **Classroom Environment:** Based on “Safe and Civil Schools” by Randy Sprick.
 - Safe & Civil provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Safe & Civil program administrators to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.
- **Culturally Responsive Pedagogy:** Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students.

Academic Support and Intervention is based on incoming student need and a schedule of intervention and acceleration courses will be available to students so that all students can complete the required courses:

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the culture of the school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of the school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- **Literacy Intervention/Enrichment (Read 180):** Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class.
- **Math Foundations:** Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **English Language Development (“ELD”):** ELD classes are provided for students entering school as beginning ELLs. Based on CA ELD

standards, these classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.

- **Special Needs/Academic Success:** Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan ("IEP") and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- **Homework Club:** Students who are struggling with a particular class or want more support in subject can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns.
- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.
- **Afterschool Program:** Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.

Social and Life Skills Development is a key component of the school meeting the diverse needs of its student population including the establishment of an advisory course and clinical services available to all students.

Students will participate in an Advisory class with the same group of students for their school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in middle school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Response to Intervention Model (RtI). Using the RtI model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the RtI team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

Our Clinical Services team provides individual, group and family therapy to the students and families, and serves as a level 2 and 3 intervention within the RtI model. The main purpose of our clinical services program is to address the barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapists or Licensed Clinical Social Workers. Interns provide social and emotional counseling including small group and individual therapy.

The Clinical Services team uses a referral process for students to receive services. Once students and parents have consented to services, students have a case manager that follows them through the process of services. Students are provided Child Development Inventory assessments along with other researched-based therapies. The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills.

The LEA will improve its entire educational program by investing in additional technology to increase its ratio of students to computers, additional special education services to support high needs students, and instructional material to increase support for classroom learning experience.

- The school will offer a spectrum of special education services that may include a resource program, special day program, and programs for students classified as autistic, intellectually disabled, or emotionally disturbed. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.
- The school will offer ELD courses to prepare English Learners recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. The Green Dot EL Master Plan includes the new CA ELD standards and a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.
- EL students are served through a variety of programs designed to meet their needs. These include ELD Programs (Levels 1- 4), Structured English Immersion and English Language Mainstream. These programs are built into the school's master schedule and take place within the school day. The school will work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.
- ELD courses are not recommended for students who have been in the U.S. longer than five years (Long-Term English Learners or LTELs), whose language and motivational needs are very different from those of relative newcomers. LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, these students require explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.
- Technology is widely used at the school to drive higher levels of achievement and prepare students for the information driven economy of the 21st century. It is also used as a critical tool for gathering data for school management. Technology investments will be made in the following areas:
 - Increased computing devices (e.g., desktops, laptops, Chromebooks) that are available for student use;

- Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
- Courses often include web-based research projects and assignments;
- Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and
- A web-based student information and school management system (PowerSchool) is implemented at the school and used by parents, students and the school staff