

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Animo Inglewood Charter High School

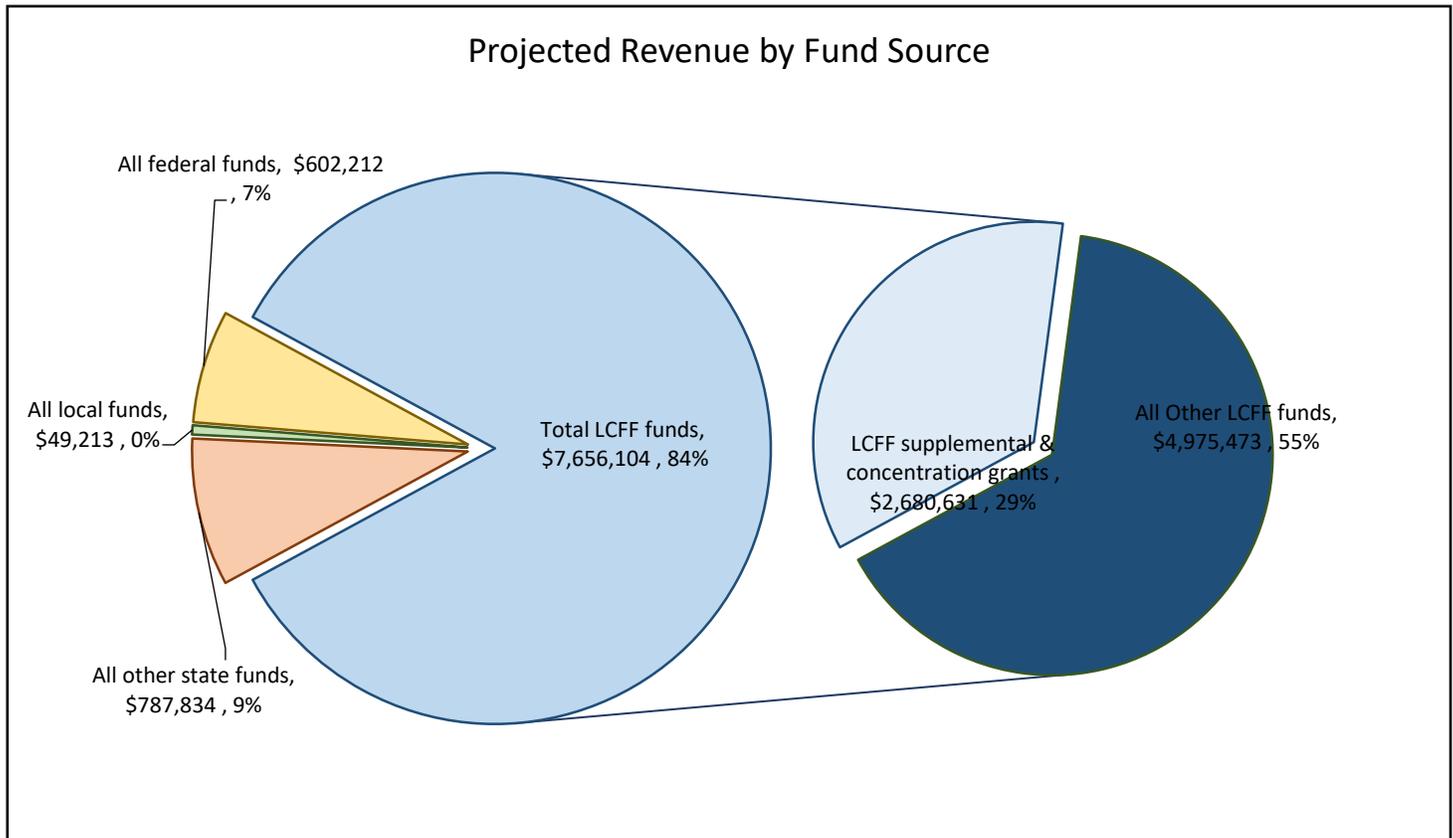
CDS Code: 19-64634-1996586

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Annette Gonzalez, Chief Academic Officer; angonzalez@greendot.org; 323-565-1

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

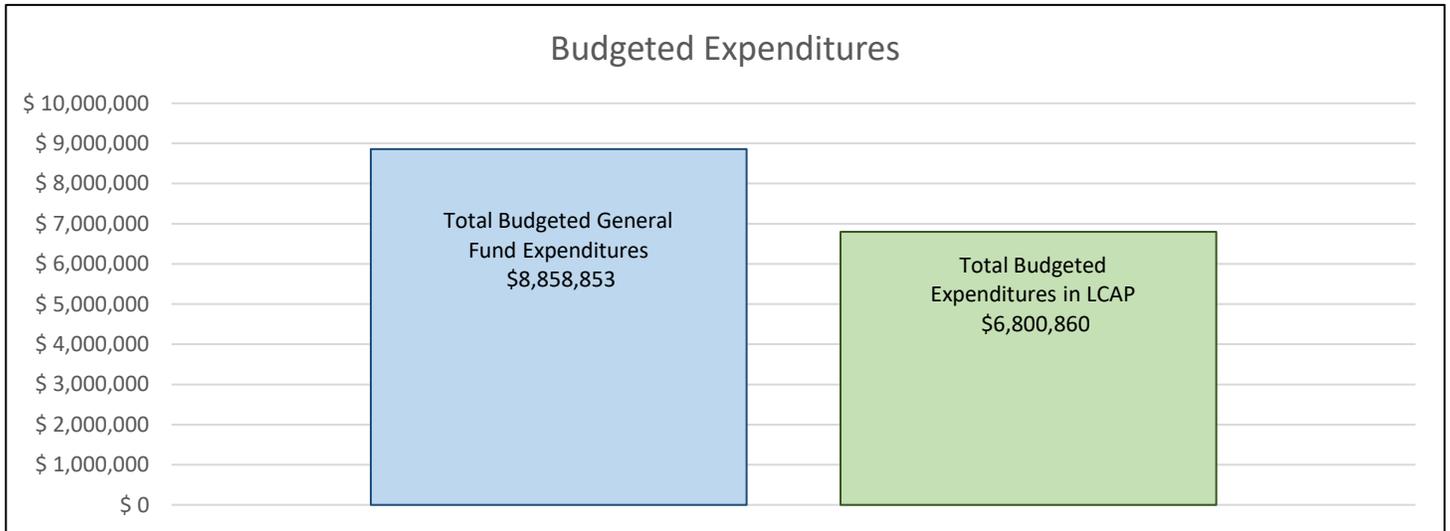


This chart shows the total general purpose revenue Animo Inglewood Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Animo Inglewood Charter High School is \$9,095,362.62, of which \$7,656,104.42 is Local Control Funding Formula (LCFF), \$787,833.72 is other state funds, \$49,212.50 is local funds, and \$602,211.99 is federal funds. Of the \$7,656,104.42 in LCFF Funds, \$2,680,631.29 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Animo Inglewood Charter High School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Animo Inglewood Charter High School plans to spend \$8,858,852.74 for the 2019-2020 school year. Of that amount, \$6,800,859.98 is tied to actions/services in the LCAP and \$2,057,992.76 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

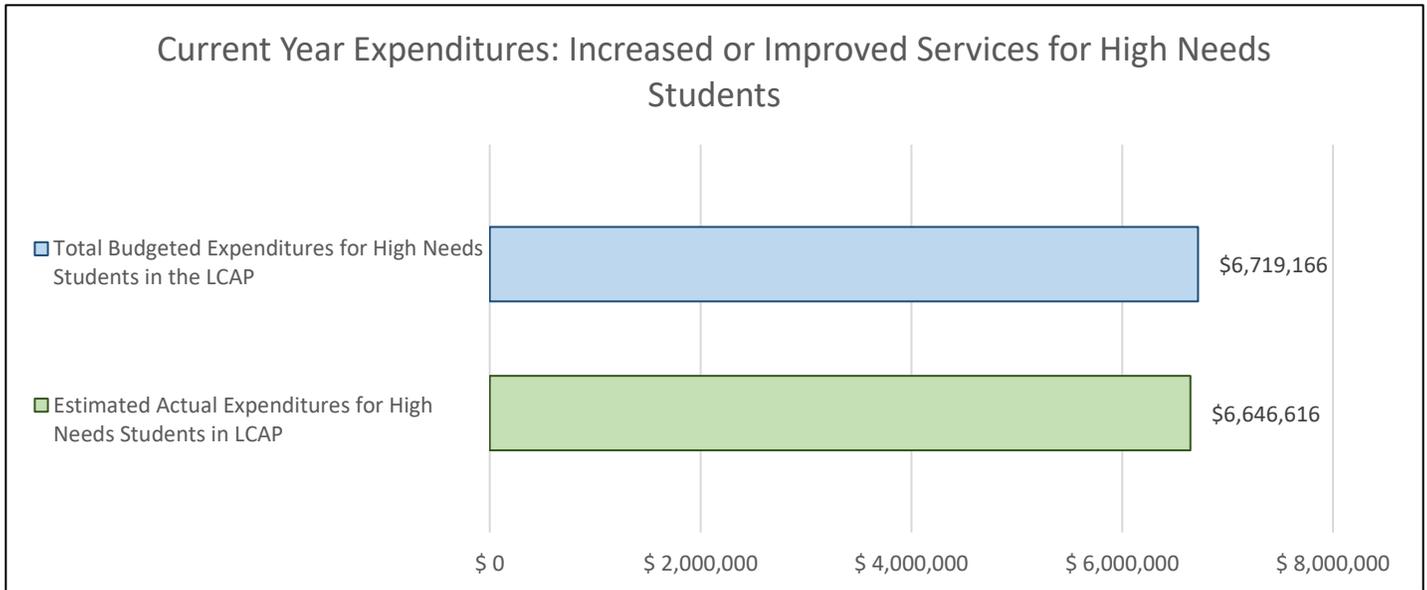
While the LCAP includes a majority of the school's expenses, it does not include the following expenses: insurance; authorizing entity's oversight fee; penalties and late fees; depreciation; transfers from other locations; bond interest and fees; debt interest; contracted service fees; staff benefits,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

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Animo Inglewood Charter High School is projecting it will receive \$2,680,631.29 based on the enrollment of foster youth, English learner, and low-income students. Animo Inglewood Charter High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Animo Inglewood Charter High School plans to spend \$6,402,708.37 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Animo Inglewood Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Animo Inglewood Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Animo Inglewood Charter High School's LCAP budgeted \$6,719,165.58 for planned actions to increase or improve services for high needs students. Animo Inglewood Charter High School estimates that it will actually spend \$6,646,615.69 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$72,549.89 had the following impact on Animo Inglewood Charter High School's ability to increase or improve services for high needs students:

Overall, the school was effective in implementing the services to meet its LCAP goals. The discrepancy between budgeted expenditures and actual expenditures stems largely from the LEA updating its calculations to be more accurate. The school used other resources to supplement services for high needs students. Additionally, the LEA has increased and improved services for high needs students by adhering to the following 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.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

Animo Inglewood Charter High
School

Annette Gonzalez, Chief
Academic Officer

angonzalez@greendot.org;
323-565-1600

2017-20 Plan Summary

The Story

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 620 students consists of 90% Latinos, and 10% African American students. 41 of the students are designated as English Language Learners, and 58 students receive special education services, as dictated by their Individualized Education Plan. The school's Average Daily Attendance Rate is 97% and the graduation rate for AICHS was 97% in the 2017-2018 academic year. 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.

Animo Inglewood's 2017-2018 data shows strong performances in many areas including graduation rates, and data indicators around school culture. While we have maintained a performance in ELA exceeding the state average, there is a continued need for growth was shown in student performance level for SBAC.

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.

Greatest Progress

The mission of Animo Inglewood is to prepare all students for College, Leadership, and Life. The culture at Animo Inglewood Charter High School has continued to show progress towards the mission, through increasing graduation rates in the 2017-2018 academic year by 9.2% to 97.2% graduation rate. Additionally, over the past three years, our internal data has shown an increase in A-G graduation rate from 58% to 77%. In line with reflection on culture at the school is the decline of suspension rates at the school by 1.2%, achieving a daily attendance average of 96%, and having survey data of parents show that 93% of parents stating that they would recommend this school. Lastly, Animo Inglewood exceeded the state average of proficient and above in the English Language Arts state assessment, and there are no gaps in statistically significant student groups achievement in ELA, Math, and all major indicators on the California School Dashboard.

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

A focus area for our school is in addressing the drop in the percentage of students who are proficient or exceed standards on the state assessments in both ELA and Math. In ELA, the percentage of students proficient or exceeding standards dropped from 83% to 59% and in math the drop was from 51% to 30%. To address this drop, the math department has opted to pilot a new math curriculum, Illustrative Math, which is highly aligned to the common core standards according to EdReport.org. Additionally, ELA will be adopting a standards-aligned curriculum, My Perspective. In addition to continuing to support teachers to develop into highly effective teachers, these standards aligned curriculum, will help teachers to plan and execute rigorous standards aligned curriculum.

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

Animo Inglewood continues to produce data which shows that English Learners are not meeting the same level of proficiency as other student groups on campus. One step the LEA is taking in this regard is working with the school’s English Language Development director and personnel from the school’s management organization to integrate language development standards into all classes. Additionally, to address the low passage rate overall for Advanced Placement classes, the school is developing a multi-faceted support plan which brings parents, students and teachers together to provide greater context for the academic challenges that AP classes present. The school is confident

that this, as well as continually supporting Advanced Placement teachers to refine their courses and align in-class practices with the rigor that is assessed on year-end AP examinations.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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 Priorities: 1, 2, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

1. 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.

100% of teachers were fully credentialed in the subject areas and for the pupils they taught.

Expected

Actual

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 had access to standards-aligned materials though online curricular resources on the internal platform.
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.	100% of courses offered have been approved through the Green Dot Course Catalog.
4. The school will offer at least one Physical Education course offering.	The school offered 1 Physical Education class.
5. The school will offer at least one visual and performing art (VAPA) elective.	The school offered 2 VAPA classes.
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.	The school received an average of 98% on the facilities survey.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Human Resources <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	Human Resources <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	\$51,984	\$49,900

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Green Dot Human Resources and Human Capital work with employees on appropriate renewals for credentials and other requirements 	<ul style="list-style-type: none"> Green Dot Human Resources and Human Capital work with employees on appropriate renewals for credentials and other requirements 		

Action 2

<p>Academic – Curriculum Design</p> <ul style="list-style-type: none"> 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 	<p>Academic – Curriculum Design</p> <ul style="list-style-type: none"> 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 	<p>\$630,963</p>	<p>\$609,787</p>
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Action 3

<p>Academic – Interim Assessments</p> <ul style="list-style-type: none">• 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 CAASPP• 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 with interventions using the Green Dot Multi-Tiered System of Supports framework	<p>Academic – Interim Assessments</p> <ul style="list-style-type: none">• 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 CAASPP• 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 with interventions using the Green Dot Multi-Tiered System of Supports framework	<p>\$236,025</p>	<p>\$228,009</p>
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Action 4

<p>Academic – 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 Common Core 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) 	<p>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 Common Core 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 • The school was appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	<p>\$1,304,254</p>	<p>\$1,267,375</p>
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Action 5

<p>Operations:</p> <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 • Expenses such as rent, building maintenance and supplies were 	<p>Operations</p> <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 • Expenses such as rent, building maintenance and supplies were 	<p>\$1,349,516</p>	<p>\$1,518,161</p>
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covered as the charter school must lease or purchase facilities

covered as the charter school must lease or purchase facilities

Analysis

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. The LEA experienced higher than expected janitorial expenses and maintenance expenses.

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 updated the language regarding staff credentialing to allow for teachers to be appropriately credentialed in the subject areas and for the pupils they are teaching.

Goal 2

Proficiency for All:

7. Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually or outperform the state average.
8. Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually or outperform the state average.
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 percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency Assessments for California (“ELPAC”) annual assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

7. Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually or outperform the state average.

All Students	84% or greater than state average
Low Income	82% or greater than state average
Latino	83% or greater than state average

8. Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually or outperform the state average

All Students	52% or greater than state average
Low Income	51% or greater than state average
Latino	52% or greater than state average

9. School will meet the annual API Growth Target or equivalent.

Actual

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

All Students	59%
Low Income	59%
Latino	60%

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

All Students	30%
Low Income	30%
Latino	30%

N/A – APIs have not been calculated since the 2012-13 school year.

Expected

Actual

<p>10. Increase percent of EL students who reclassify as Fully English Proficient</p>	<p>52% of English Learners reclassified as Fully English Proficient.</p>
<p>11. Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency Assessments for California (“ELPAC”) annual assessment</p>	<p>N/A Increase percent of EL students who reclassify as Fully English Proficient.</p>

Actions / Services

Action 1

<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA 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 Tiered 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 	<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA 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 Tiered 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 	<p>\$738,156</p>	<p>\$585,288</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> 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 CAASPP 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 Professional development emphasizes the need to provide tiered interventions to support student success 	<ul style="list-style-type: none"> 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 CAASPP 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 Professional development emphasizes the need to provide tiered interventions to support student success 		

Action 2

<p>Supports for EL Students:</p> <ul style="list-style-type: none"> Appropriate Designated and Integrated English Learner Development (ELD) courses are offered based on student needs An EL resources page is online to support teachers A Green Dot ELD Handbook with instructional strategies and 	<p>Supports for EL Students:</p> <ul style="list-style-type: none"> Appropriate Designated ELD courses are offered based on student needs An EL resources page is online to support teachers A Green Dot ELD Handbook with instructional strategies and supports for ELs is available 	<p>\$10,719</p>	<p>\$10,502</p>
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supports for ELs is available online and each teacher and administrator received a hard copy to reference when planning instruction for ELs

- Each school site has an Administrator Over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassified as fully English proficient (RFEP) progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.
- EL Leads on each campus support their school site with ELD professional development, EL and RFEP progress monitoring and District English Language Advisory Council (DELAC)/parent engagement.
- Literacy, Quarterly Progress Monitoring and ELPAC dashboards are used to monitor ELPAC scores, student performance in ELA classes, D/F data, attendance and Lexile growth
- Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD

online and each teacher and administrator received a hard copy to reference when planning instruction for ELs

- Each school site has an Administrator Over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.
- EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement.
- Literacy, Quarterly Progress Monitoring and ELPAC dashboards are used to monitor ELPAC scores, student performance in ELA classes, D/F data, attendance and Lexile growth
- Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit

Standards in Integrated ELD with language objectives and explicit language instruction to best support those students	language instruction to best support those students		
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Action 3

<p>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>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 In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model. The leadership team works with lead teams, teachers, office staff, school psychologist, counselors, special ed. aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of student with disabilities. The master schedule reflects the needs of the special education population and class offerings, 	<p>\$452,761</p>	<p>\$432,980</p>
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and program models (i.e. co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction) all are carefully reviewed to meet the needs of students who require specialized support in the least restrictive environment in accordance to their Individual Education Program.

- The LEA has a Special Education Program Administrator and a site level leader who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services.
- Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports.
- Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. peers.

Action 4

<p>Supports for 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	<p>Supports for 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	<p>\$107,808</p>	<p>\$105,209</p>
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Action 5

<p>Credit Recovery:</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• 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	<p>Credit Recovery:</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• 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	<p>\$174,540</p>	<p>\$171,060</p>
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<p>consultancy and a review of graduation progress</p> <ul style="list-style-type: none"> • 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 	<p>consultancy and a review of graduation progress</p> <ul style="list-style-type: none"> • 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 		
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Action 6

<p>Professional Development:</p> <ul style="list-style-type: none"> • 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 • Professional development will be provided to teachers around 	<p>Professional Development:</p> <ul style="list-style-type: none"> • 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 	<p>\$765,165</p>	<p>\$743,552</p>
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<p>identifying EL students within their classes as well as how to implement rigorous instruction for Integrated ELD with appropriate scaffolds and language instruction based on Green Dot's Integrated ELD Principles</p> <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 CAASPP 	<ul style="list-style-type: none"> Professional development will be provided to teachers around identifying EL students within their classes as well as how to implement rigorous instruction for Integrated ELD with appropriate scaffolds and language instruction based on Green Dot's Integrated ELD Principles Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP 		
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Action 7

<ul style="list-style-type: none"> 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 CAASPP 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 	<p>Interim Assessments</p> <ul style="list-style-type: none"> 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 CAASPP Curriculum Directors and Curriculum Specialists developed the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA 	<p>\$4,815</p>	<p>\$4,697</p>
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<p>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</p> <ul style="list-style-type: none"> • 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 • Student assessment results are analyzed to determine which interventions to implement using the Multi-Tiered System of Supports framework 	<p>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</p> <ul style="list-style-type: none"> • 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 • Student assessment results are analyzed to determine which interventions to implement using the Multi-Tiered System of Supports framework 		
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Action 8

<p>Test Preparation:</p> <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 the assessments • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs 	<p>Test Preparation:</p> <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 the assessments • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs ELA and Math intervention courses (Literacy Intervention, 	<p>\$20,132</p>	<p>\$19,465</p>
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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

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

- Schools utilize the online test preparation resources available through the California Department of Education to supports students for assessments.

Analysis

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.

School will analyze student achievement data to prioritize next steps for professional development for teachers and instructional shifts. Core classes will focus on a shift to conceptual math. A focus on closing skills gaps and benchmarking progress with interim assessments to analyze quantile growth will inform classroom practice in support courses. The school will be adopting a new curriculum in the 19-20 school year to support a shift to conceptual Math.

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. The LEA negotiated rates for new instructional materials that were lower than the conservative budget numbers. The LEA had vacancies in the Ed team curriculum team and lower than anticipated costs.

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.

In more accurately describe services provided, the LEA updated the description to services provided to the Students with Disabilities subgroup.

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 at lower than previous year or less than 8%.
- 17. Increase graduation rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measureable Outcomes

Expected

12. Increase the percent of graduates who successfully complete A-G course requirements to greater than previous year or 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.

Actual

Increase the percent of graduates who successfully complete A-G course requirements to greater than previous year or greater than 70%.

All Students	78%
Low Income	78%
Latino	79%

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

Expected

Actual

All Students	76%
Low Income	77%
Latino	81%

All Students	152%
Low Income	152%
Latino	153%

14. Increase EAP passage rates in ELA.

Increase EAP passage rates in ELA.

All Students	45%
Low Income	44%
Latino	46%

All Students	26.4%
Low Income	27.3%
Latino	27.2%

15. Increase EAP passage rates in Math.

Increase EAP passage rates in Math.

All Students	13.7%
Low Income	13.7%
Latino	15.9%

All Students	6.8%
Low Income	7.0%
Latino	7.4%

16. Maintain low cohort dropout rates at lower than previous year or less than 8%.

Maintain low cohort dropout rates at lower than previous year or less than 8%.

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

All Students	3%
Low Income	3%
Latino	2%

Expected

Actual

Latino	Less than prior year
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17. Increase graduation rates.

All Students	Greater than 85%
Low Income	Greater than 85%
African American	Greater than 85%
Latino	Greater than 85%
English Learners	Greater than 85%
Special Education	Greater than 85%
Foster Youth	Greater than 85%

Increase graduation rates.

All Students	97.2%
Low Income	97.2%
Latino	97.6%

Actions / Services

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

<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

<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

\$391,313

\$448,011

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress 	<ul style="list-style-type: none"> Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress 		

Action 2

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 	\$97,323	\$94,950
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Action 3

Counseling: <ul style="list-style-type: none"> 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 All students take a Tier 1 support with an Advisory course which 	Counseling: <ul style="list-style-type: none"> 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 All students take a Tier 1 support with an Advisory course which 	\$115,054	\$112,248
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<p>provides individualized academic consultancy</p> <ul style="list-style-type: none"> • Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services 	<p>provides individualized academic consultancy</p> <ul style="list-style-type: none"> • Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services or a community partner providing services 		
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Action 4

<p>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 	<p>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 	<p>\$119,978</p>	<p>\$117,052</p>
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Action 5

<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>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>\$9,016</p>	<p>\$8,796</p>
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Analysis

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.

School will analyze student achievement data to prioritize next steps for professional development for teachers and instructional shifts. A focus on literacy across the curriculum and benchmarking progress with interim lexile assessments will inform classroom practice. The school will be adopting a new curriculum in the 19-20 school year to support vertical alignment and rigorous standards aligned instruction.

School will analyze student achievement data to prioritize next steps for professional development for teachers and instructional shifts. Core classes will focus on a shift to conceptual math. A focus on closing skills gaps and benchmarking progress with interim assessments to analyze quantile growth will inform classroom practice in support courses. The school will be adopting a new curriculum in the 19-20 school year to support a shift to conceptual Math.

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. The LEA increased personnel costs for both teachers and counselors.

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.

To provide a more accurate calculation, the school will now compare the number of graduating students who receive a 3 or higher on the Advanced Placement test to the number of graduating students who took the test overall.

Goal 4

Focus on school culture:

- 18. School will maintain high Average Daily Attendance (“ADA”) at a rate 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.
- 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 Priorities: 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected

18. School will maintain a high Averaged Daily Attendance (“ADA”) at a rate 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%
Special Education	Greater than 90%
Foster Youth	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.

Actual

School will maintain a high Averaged Daily Attendance (“ADA”) rate

All Students	96.3%
Low Income	96.4%
African American	96.2%
Latino	96.3%
English Learners	96.7%
Special Education	94.3%

School will decrease student chronic absenteeism rate.

All Students	7.1%
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Expected

All Students	Less than 10%
Low Income	Less than 10%
Latino	Less than 10%
African American	Less than 10.8%
English Learners	Less than 10%
Students with Disabilities	Less than 14.6%

Actual

Low Income	7.0%
African American	5.4%
Latino	7.3%
English Learners	4.3%
Special Education	10.0%

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

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

All Students	Less than 5%
Low Income	Less than 5%
Latino	Less than 5%
African American	Less than 5%
English Learners	Less than 5%
Students with Disabilities	Less than 5%

All Students	0.8%
Low Income	0.6%
African American	1.7%
Latino	0.7%
English Learners	1.4%
Special Education	0.0%

Expected

Actual

21. School will maintain a low annual expulsion rate.

School will maintain a low annual expulsion rate.

All Students	Less than 0.5%
Latino	Less than 0.5%
African American	Less than 0.5%

All Students	0.0%
Low Income	0.0%
African American	0.0%
Latino	0.0%
English Learners	0.0%
Special Education	0.0%

Actions / Services

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 parent meetings, student agreements

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
- 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

\$12,163

\$11,866

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and/or possible referral to the judicial system	<ul style="list-style-type: none"> • 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 • Incentives, including but not limited to certificates, merit events, free dress or snacks are given to students with perfect or most improved attendance 		

Action 2

<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 	<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 and restorative communities for staff and students • The School Culture Team meets bi-monthly and attends four trainings per year provided by the School Culture Specialist • A collection of school culture data dashboards 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 	\$70,301	\$69,217
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<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 • Green Dot provides universal, as well as Tier 2 and 3, interventions to support student behavior • Green Dot provides professional development to schools to implement positive behavior intervention and supports as a Tier 1 support 	<p>prohibits suspension for 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 • Green Dot provides universal, as well as Tier 2 and 3, interventions to support student behavior • Green Dot provides professional development to schools to implement positive behavior intervention and supports as a Tier 1 support • Green Dot provides a school culture specialist to support schools as needed on projects and initiatives that strengthen school relationships to foster restorative communities and strong systems and processes 		
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Action 3

Response to Intervention and Multi-Tier System of Support:	Response to Intervention and Multi-Tier System of Support:	\$68,443	\$66,089
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<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 • Students receive tiered interventions with the goal of supporting student success • School leaders and teachers receive professional development to develop and implement Multi-Tier System of Support at the school 	<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 • Students receive tiered interventions with the goal of supporting student success • School leaders and teachers receive professional development to develop and implement Multi-Tier System of Support (MTSS) at the school, Including the analysis of the CA Healthy Kids survey to inform next steps on site. 		
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Action 4

<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • 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 	<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • 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 	<p>\$161,210</p>	<p>\$156,822</p>
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- The school implements a positive behavior intervention and support as a universal support for students to reach behavior goals

- The school implements a positive behavior intervention and support as a universal support for students to reach behavior goals

Analysis

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 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 Priorities: 3, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
22. At least 2 parents will serve on the SAC.	At least two parents served on the School Advisory Council (“SAC”).
23. At least 2 parent activities or events will be held per semester.	The school held at least two parent activities or events per semester.
24. School will receive at least an 80% score on the survey question: “Would you recommend this school to a friend?”	93% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement and Participation: <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 Engagement and Participation: <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two parents are elected to the serve 	\$56,705	\$76,268

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • 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 	<p>on the School Advisory Council (SAC)</p> <ul style="list-style-type: none"> • 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 		

Action 2

<p>Communications:</p> <ul style="list-style-type: none"> • 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 	<p>Communications:</p> <ul style="list-style-type: none"> • 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 	\$15,990	\$15,600
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Action 3

<p>Community Partnerships:</p> <ul style="list-style-type: none"> • School engages community via partnerships with community organizations, open house nights, 	<p>Community Partnerships:</p> <ul style="list-style-type: none"> • School engages community via partnerships with community organizations, open house nights, 	\$172,662	\$137,032
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and distribution of information regarding community services

and distribution of information regarding community services

Analysis

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. The LEA experience higher than expected community outreach expenses. The LEA increase personnel costs for both teachers and counselors. The LEA reallocated expenses from goal 5.3 to goal 5.1.

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: 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 2018-19 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts began in the fall of 2018 when the School Principal and Operations and Finance Manager reviewed the 2018-19 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 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 2019-20 Annual Update in May of 2019. 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 2019-2020 Three-Year LCAP, taking into account the progress identified on the Annual Updates, revisions to actions/services, and updates to future expenditures. The 2019-20 LCAP was presented to the School Advisory Council during the May 2019 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 2019-20 LCAP. The Green Dot Home Office reviewed the 2019-20 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 May 28, 2019, which includes the President of the Asociación de Maestros Unidos.

The School LCAP was presented to the Green Dot Governing Board on June 28, 2019 for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education on June 28, 2019. 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?

There are several ways that parents, teachers, and students influenced the LCAP. The LCAP was included in at least 4 of the monthly SAC meetings so stakeholders have time to understand, reflect, prioritize, and determine school-wide strategic planning foci for the upcoming year. They also monitor progress on current year strategic plans. In addition, the LCAP is included in our agendas for both Coffee With the Principal and in our Parent Workshops, so that parents are able to understand and provide our admin team with input, feedback, and suggestions for improvement that meets the needs of their children.

Teachers also give input by department and through grade level teams on instructional priorities. Our School Culture team provides oversight for the "Focus on School Culture" goals. The Instructional Leadership Team reviews the "Proficiency for All" and the "Preparation for College, Leadership, & Life" goals.

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

- 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

Staff

The School Leaders and Faculty of Ánimo Inglewood is involved at looking at various data points to determine goals, and priorities for the school annually. Various leadership teams, the Instructional Leadership Team, Grade Level Leaders, and School Culture Team then take a deeper dive into determining actionable steps towards meeting the goals based on the data, monitor the implementation of those actionable steps, and provide progress updates to the greater staff, School Advisory Council. As appropriate the staff also creates surveys for students and families to illicit additional information.

Parents

Parents have opportunities to provide feedback to the school around LCAP and the school through three main avenues. Monthly Coffee with the Principal, Monthly Parent Meetings, and through appointments with appropriate personnel on campus. Suggestions and concerns for parents can be elevated to the School Advisory Council, where concerns are addressed and communication method to the wider school is determined.

Student

Students are surveyed annually on the school climate, around instruction and school culture. This adjusts goals and actionable steps for different leadership teams. Students can also bring concerns and suggestions directly to the school leadership team, where information will be shared with appropriate leadership teams or School Advisory Council.

Community Members

Once a year, Ánimo Inglewood hosts a community breakfast, where various school updates and priorities are shared. The feedback from the community is brought to appropriate leadership teams and school advisory council for review.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Provide Basic Services:

1. Maintain the appropriate assignment of teachers, appropriately 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 Priorities: 1, 2, 7, 8

Local Priorities:

Identified Need:

To provide and maintain Basic Services for students and schools.

To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they teach.	97% compliant	100% compliant	100% compliant	100% compliant
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	<ul style="list-style-type: none"> - 100% of high school courses were reviewed and approved in the Green Dot Course Catalog - Master schedules reflect that students are enrolled 	<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 	<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 	<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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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.</p>	<p>in and have access to a broad range of courses that are appropriate for student needs</p>	<p>enrolled in and have access to a broad range of courses that are appropriate for student needs</p>	<p>enrolled in and have access to a broad range of courses that are appropriate for student needs</p>	<p>enrolled in and have access to a broad range of courses that are appropriate for student needs</p>
<p>4. The school will offer at least one Physical Education Course.</p>	<p>The school offers at least one elective course</p>	<p>School will offer at least one elective course</p>	<p>School will offer at least one elective course</p>	<p>School will offer at least one elective course</p>
<p>5. The school will offer at least one visual and performing art (VAPA) elective.</p>	<p>School offered at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>
<p>6. The school will receive an average score of 90% or higher on</p>	<p>93% in good or exemplar repair</p>	<p>Greater than 90%</p>	<p>Greater than 90%</p>	<p>Greater 90%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the facilities survey, indicating that the school is in good or exemplar repair.				

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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 lifecycle process (HRIS)

2018-19 Actions/Services

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
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2019-20 Actions/Services

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 lifecycle process (HRIS)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,579	\$51,984	\$50,898
Source	LCFF	LCFF	LCFF
Budget Reference	Shared Service Allocation/ Unrestricted	Centralized service costs	Centralized service costs

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$616,368	\$630,963	\$621,983
Source	LCFF	LCFF	LCFF
Budget Reference	Books, Educational Materials & Supplies	Books, Materials, Centralized education services and Personnel Expenses	Books, Materials, Centralized education services and Personnel Expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

- 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 with interventions using Green Dot's multi-tier system of support framework

2018-19 Actions/Services

- 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 with interventions using Green Dot's multi-tier system of support framework

2019-20 Actions/Services

- 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 with interventions using Green Dot's multi-tier system of support framework

Budgeted Expenditures

Year	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Amount	\$63,453	\$236,025	\$232,569
Source	Title I LCFF	LCFF	LCFF
Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on Common Core 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

2018-19 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on Common Core 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

2019-20 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on Common Core 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

2017-18 Actions/Services

- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

2018-19 Actions/Services

- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

2019-20 Actions/Services

- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

Budgeted Expenditures

Year	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Amount	\$948,616	\$1,304,254	\$1,292,723
Source	Title I LCFF	LCFF	LCFF
Budget Reference	Salaries - Teachers & Administrators	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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 school must lease or purchase facilities

2018-19 Actions/Services

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 school must lease or purchase facilities

2019-20 Actions/Services

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 school must lease or purchase facilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,842,916	\$1,349,516	\$1,548,525
Source	LCFF	LCFF	LCFF
Budget Reference	Custodial & Facilities Maintenance	Centralized operations services	Centralized operations services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Proficiency for All:

7. Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually or outperform the state average.
8. Increase percent of students scoring Met or Exceeded Standard on SBAC Math assessments annually or outperform the state average .
9. School will meet the annual API Growth Target or equivalent.
10. Increase percent of EL students who reclassify as Fully English Proficient.
11. Increase percent of EL students scoring "Level 3" and "Level 4" on the English Language Proficiency Assessments for California ("ELPAC") annual assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

To increase the percent of students who score Met Standard and above on the SBAC assessment.

To increase the percent of English Learners who achieve full English language proficiency.

To increase the percent of English Learners who make progress towards English proficiency.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
7. Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually or outperform the state average.	<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>84% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>82% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>83% or greater than state average</td> </tr> </table>	All Students	84% or greater than state average	Low Income	82% or greater than state average	Latino	83% or greater than state average	<table border="1"> <tr> <td>All Students</td> <td>86% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>86% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>87% or greater than state average</td> </tr> </table>	All Students	86% or greater than state average	Low Income	86% or greater than state average	Latino	87% or greater than state average
All Students	83%																											
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All Students	86% or greater than state average																											
Low Income	86% or greater than state average																											
Latino	87% or greater than state average																											
8. Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually or outperform the state average.	<table border="1"> <tr> <td>All Students</td> <td>43%</td> </tr> <tr> <td>Low Income</td> <td>43%</td> </tr> <tr> <td>Latino</td> <td>43%</td> </tr> </table>	All Students	43%	Low Income	43%	Latino	43%	<table border="1"> <tr> <td>All Students</td> <td>44%</td> </tr> <tr> <td>Low Income</td> <td>44%</td> </tr> <tr> <td>Latino</td> <td>44%</td> </tr> </table>	All Students	44%	Low Income	44%	Latino	44%	<table border="1"> <tr> <td>All Students</td> <td>52% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>51% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>52% or greater than state average</td> </tr> </table>	All Students	52% or greater than state average	Low Income	51% or greater than state average	Latino	52% or greater than state average	<table border="1"> <tr> <td>All Students</td> <td>46% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>46% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>46% or greater than state average</td> </tr> </table>	All Students	46% or greater than state average	Low Income	46% or greater than state average	Latino	46% or greater than state average
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All Students	46% or greater than state average																											
Low Income	46% or greater than state average																											
Latino	46% or greater than state average																											
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																								

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
10. Increase percent of EL students who reclassify as Fully English Proficient.	Current year is baseline data. The student group was not statistically significant. As such, data is not reported.	Baseline +/-5% or greater	Prior year +/-5% or greater	7% +/- 5% or greater
11. Increase percent of EL students scoring "Level 3" and "Level 4" on the English Language Proficiency Assessments for California ("ELPAC") annual assessment	Baseline data is not yet available.	Baseline +/-5% or greater	Prior year +/- 5% or greater	Baseline will be set in 2019-20 school year.

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention) are offered at the 9th – 12th grade levels to ensure students below grade level have tiered 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
- Professional development emphasizes the need to provide tiered interventions to support student success

2018-19 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention) are offered at the 9th – 12th grade levels to ensure students below grade level have tiered 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
- Professional development emphasizes the need to provide tiered interventions to support student success

2019-20 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered to ensure students below grade level have tiered supports to meet their needs
- Green Dot has adopted the Carnegie and Illustrative Math programs, in grades 6-11, to support students and teachers in the transition to common core standards
- Professional development emphasizes the need to provide tiered interventions to support student success

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$131,093	\$738,156	\$596,994
Source	Title I	Title I, III, LCFF	Title I, III, LCFF
Budget Reference	Books, Educational Materials & Supplies	Books and Personnel expenses	Books and Personnel expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

English Learners

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Supports for EL Students:

- A Literacy dashboard will be created to monitor ELPAC scores, student performance in ELA classes and Lexile growth
- Appropriate Designated and Integrated ELD courses are offered based on student needs
- Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD to best support those students
- An online EL resources page was created to support teachers
- Each school site will have an Administrator who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.
- EL Leads on each campus support their school site with ELD professional

2018-19 Actions/Services

Supports for EL Students:

- Appropriate Designated ELD courses are offered based on student needs
- An EL resources page is online to support teachers
- A Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and each teacher and administrator received a hard copy to reference when planning instruction for ELs. The Handbook is also embedded into the ELD PD Series so that teachers understand how to use this resource.
- Each school site has an Administrator Over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.
- EL Leads on each campus support their school site with ELD professional development, EL and reclassification

2019-20 Actions/Services

Supports for EL Students:

- Appropriate Designated ELD courses are offered based on student needs
- An EL resources page is online to support teachers
- A Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and each teacher and administrator received a hard copy to reference when planning instruction for ELs
- Each school site has an Administrator Over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.
- EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement.
- Literacy, Quarterly Progress Monitoring and ELPAC dashboards

2017-18 Actions/Services

development, EL and reclassification progress monitoring and DELAC/parent engagement.

2018-19 Actions/Services

- progress monitoring and DELAC/parent engagement.
- A Literacy dashboard is used to monitor ELPAC scores, student performance in ELA classes and Lexile growth
 - Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives to best support those students

2019-20 Actions/Services

- are used to monitor ELPAC scores, student performance in ELA classes, D/F data, attendance and Lexile growth
- Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit language instruction to best support those students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,605	\$10,719	\$10,712
Source	Title III	Title I, III, LCFF	Title I, III, LCFF
Budget Reference	EL Lead Stipend, Textbooks, and Sub Services for Training	Personnel expenses	Personnel expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Students with Disabilities

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Students with Disabilities:

- Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan

2018-19 Actions/Services

Students with Disabilities:

- Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan

2019-20 Actions/Services

Students with Disabilities:

- Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan
- - In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model.
- The leadership team works with lead teams, teachers, office staff, school psychologist, counselors, special ed.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of student with disabilities.

- The master schedule reflects the needs of the special education population and class offerings, and program models (i.e. co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction) all are carefully reviewed to meet the needs of students who require specialized support in the least restrictive environment in accordance to their Individual Education Program.
- The LEA has a Special Education Program Administrator and a site level leader who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services.
- Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		<p>appropriate support in the area of social emotional supports.</p> <ul style="list-style-type: none"> Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. peers.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$362,116	\$452,761	\$441,640
Source	IDEA Title I	LCFF, SPED	LCFF, SPED
Budget Reference	Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Centralized operations services	Centralized operations services

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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 and Honors courses

2018-19 Actions/Services

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 and Honors courses

2019-20 Actions/Services

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 and Honors courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$108,497	\$107,808	\$107,313
Source	LCFF	LCFF	LCFF
Budget Reference	AP Testing, Elective Classes	Centralized education services and testing expenses	Centralized education services and testing expenses

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

- 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
- Professional development emphasizes the need to provide tiered interventions to support student success

2018-19 Actions/Services

- 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
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2019-20 Actions/Services

- 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 is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit language instruction 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
- Professional development emphasizes the need to provide tiered interventions to support student success

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Prepare for college, leadership and life -- Salaries	\$174,540	\$174,481
Source	Title I	LCFF, Title II	LCFF, Title II
Budget Reference	Credit Recovery, Opportunities for Learning, APEX	Conferences, Centralized education services and personnel expenses	Conferences, Centralized education services and personnel expenses

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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 CAASPP
- 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 CAASPP
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

2018-19 Actions/Services

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 CAASPP
- 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 CAASPP
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2019-20 Actions/Services

Interim Assessments:

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- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,202,151	\$765,165	\$758,423
Source	Title I Title II LCFF	LCFF, Title III, Title II	LCFF, Title III, Title II
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Centralized education services	Centralized education services

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Interim Assessments:

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

2018-19 Actions/Services

Interim Assessments:

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

2019-20 Actions/Services

Interim Assessments:

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

2017-18 Actions/Services

- Mock performance tasks are given in both ELA and Math to prepare students for the CAASPP
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2019-20 Actions/Services

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- 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 CAASPP
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Academic Interim Assessment	\$4,815	\$4,791
Source	Title I	LCFF	LCFF
Budget Reference	Interim Assessments	Centralized education services	Centralized education services

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Test Preparation:

- 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 CAASPP

2018-19 Actions/Services

Test Preparation:

- 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
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2019-20 Actions/Services

Test Preparation:

- 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 CAASPP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,787	\$20,132	\$19,855
Source	Title I	LCFF	LCFF
Budget Reference	Test Preparation Materials and Supplies, IT Equipment	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Prepared for college, leadership and life:

12. Increase the percent of graduates that successfully complete A-G course requirements to greater than previous year or 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.
14. Increase EAP passage rates in ELA.
15. Increase EAP passage rates in Math.
16. Maintain low cohort dropout rates at lower than previous year or less than 8%.
17. Increase graduation rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

To maintain low cohort dropout rates at lower than previous year or less than 8%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21																																																
12. Increase the percent of students that successfully complete A-G course requirements.	<table border="1"> <tr> <td>All Students</td> <td>76%</td> </tr> <tr> <td>Low Income</td> <td>76%</td> </tr> <tr> <td>Latino</td> <td>77%</td> </tr> </table>	All Students	76%	Low Income	76%	Latino	77%	<table border="1"> <tr> <td>All Students</td> <td>Greater than 70%</td> </tr> <tr> <td>Low Income</td> <td>Greater than 70%</td> </tr> <tr> <td>African American</td> <td>Greater than 70%</td> </tr> <tr> <td>Latino</td> <td>Greater than 70%</td> </tr> <tr> <td>English Learners</td> <td>Greater than 70%</td> </tr> <tr> <td>Students with Disabilities</td> <td>Greater than 70%</td> </tr> <tr> <td>Foster Youth</td> <td>Greater than 70%</td> </tr> </table>	All Students	Greater than 70%	Low Income	Greater than 70%	African American	Greater than 70%	Latino	Greater than 70%	English Learners	Greater than 70%	Students with Disabilities	Greater than 70%	Foster Youth	Greater than 70%	<table border="1"> <tr> <td>All Students</td> <td>Greater than 70%</td> </tr> <tr> <td>Low Income</td> <td>Greater than 70%</td> </tr> <tr> <td>African American</td> <td>Greater than 70%</td> </tr> <tr> <td>Latino</td> <td>Greater than 70%</td> </tr> <tr> <td>English Learners</td> <td>Greater than 70%</td> </tr> <tr> <td>Students with Disabilities</td> <td>Greater than 70%</td> </tr> <tr> <td>Foster Youth</td> <td>Greater than 70%</td> </tr> </table>	All Students	Greater than 70%	Low Income	Greater than 70%	African American	Greater than 70%	Latino	Greater than 70%	English Learners	Greater than 70%	Students with Disabilities	Greater than 70%	Foster Youth	Greater than 70%	<table border="1"> <tr> <td>All Students</td> <td>Greater than 70%</td> </tr> <tr> <td>Low Income</td> <td>Greater than 70%</td> </tr> <tr> <td>African American</td> <td>Greater than 70%</td> </tr> <tr> <td>Latino</td> <td>Greater than 70%</td> </tr> <tr> <td>English Learners</td> <td>Greater than 70%</td> </tr> <tr> <td>Students with Disabilities</td> <td>Greater than 70%</td> </tr> <tr> <td>Foster Youth</td> <td>Greater than 70%</td> </tr> </table>	All Students	Greater than 70%	Low Income	Greater than 70%	African American	Greater than 70%	Latino	Greater than 70%	English Learners	Greater than 70%	Students with Disabilities	Greater than 70%	Foster Youth	Greater than 70%
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13. Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above.	<table border="1"> <tr> <td>All Students</td> <td>120%</td> </tr> <tr> <td>Low Income</td> <td>119%</td> </tr> <tr> <td>Latino</td> <td>125%</td> </tr> </table>	All Students	120%	Low Income	119%	Latino	125%	<table border="1"> <tr> <td>All Students</td> <td>121%</td> </tr> <tr> <td>Low Income</td> <td>120%</td> </tr> <tr> <td>Latino</td> <td>126%</td> </tr> </table>	All Students	121%	Low Income	120%	Latino	126%	<table border="1"> <tr> <td>All Students</td> <td>76%</td> </tr> <tr> <td>Low Income</td> <td>77%</td> </tr> <tr> <td>Latino</td> <td>81%</td> </tr> </table>	All Students	76%	Low Income	77%	Latino	81%	<table border="1"> <tr> <td>All Students</td> <td>124%</td> </tr> <tr> <td>Low Income</td> <td>123%</td> </tr> <tr> <td>Latino</td> <td>129%</td> </tr> </table>	All Students	124%	Low Income	123%	Latino	129%																								
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14. Increase EAP passage	<table border="1"> <tr> <td>All Students</td> <td>36.7%</td> </tr> </table>	All Students	36.7%	<table border="1"> <tr> <td>All Students</td> <td>37.7%</td> </tr> </table>	All Students	37.7%	<table border="1"> <tr> <td>All Students</td> <td>45%</td> </tr> </table>	All Students	45%	<table border="1"> <tr> <td>All Students</td> <td>39.7%</td> </tr> </table>	All Students	39.7%																																								
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Metrics/Indicators	Baseline		2018-19		2019-20		2020-21	
rates in ELA.	Low Income	38.6%	Low Income	39.6%	Low Income	44%	Low Income	41.6%
	Latino	38.1%	Latino	39.1%	Latino	46%	Latino	41.1%
15. Increase EAP passage rates in Math.	All Students	12.7%	All Students	13.7%	All Students	14%	All Students	15.7%
	Low Income	12.7%	Low Income	13.7%	Low Income	14%	Low Income	15.7%
	Latino	14.9%	Latino	15.9%	Latino	16%	Latino	17.9%
16. Maintain low cohort dropout rates at lower than previous year or less than 8%.	All Students	10%	All Students	Less than prior year	All Students	Lower than 8%	All Students	Less than 8%
	Low Income	11%	Low Income	Less than prior year	Low Income	Lower than 8%	Low Income	Less than 8%
	Latino	11%	Latino	Less than prior year	Latino	Lower than 8%	Latino	Less than 8%
	English Learners	14%			English Learners	Lower than 8%		
					Students with Disabilities	Lower than 8%		
17. Increase graduation rates.	All Students	85.8%	All Students	Greater than 85%	All Students	Greater than 85%	All Students	Greater than 85%
	Low Income	85.7%	Low Income	Greater than 85%	Low Income	Greater than 85%	Low Income	Greater than 85%
	Latino	86.7%	African American	Greater than 85%	African American	Greater than 85%	African American	Greater than 85%
	English Learners	77.1%	Latino	Greater than 85%	Latino	Greater than 85%	Latino	Greater than 85%

Metrics/Indicators	Baseline	2018-19		2019-20		2020-21	
		English Learners	Greater than 85%	English Learners	Greater than 85%	English Learners	Greater than 85%
		Students with Disabilities	Greater than 85%	Students with Disabilities	Greater than 85%	Students with Disabilities	Greater than 85%
		Foster Youth	Greater than 85%	Foster Youth	Greater than 85%	Foster Youth	Greater than 85%

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and high school readiness counseling
- Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

2018-19 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and high school readiness counseling
- Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

2019-20 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and high school readiness counseling
- Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$354,429	\$391,313	\$456,971
Source	Title I LCFF	LCFF, Title I	LCFF, Title I
Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Personnel expenses	Personnel expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Parent Involvement:

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

2018-19 Actions/Services

Parent Involvement:

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

2019-20 Actions/Services

Parent Involvement:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Professional Development	\$97,323	\$96,849
Source	Title II	LCFF, Title I	LCFF, Title I
Budget Reference	Professional Development	Personnel expenses	Personnel expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Counseling:

- School has 1-2 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
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

2018-19 Actions/Services

Counseling:

- School has 1-2 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
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

2019-20 Actions/Services

Counseling:

- School has 1-2 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
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,202	\$115,054	\$114,493
Source	Title I LCFF	LCFF	LCFF
Budget Reference	Salaries - Counselors	Personnel expenses	Personnel expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Test Preparation:

- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
- All actions to prepare students for CAASPP in ELA and Math will contribute to student college readiness scores used for EAP

2018-19 Actions/Services

Test Preparation:

- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
- All actions to prepare students for CAASPP in ELA and Math will contribute to student college readiness scores used for EAP

2019-20 Actions/Services

Test Preparation:

- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
- All actions to prepare students for CAASPP in ELA and Math will contribute to student college readiness scores used for EAP

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- 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

Year	2017-18	2018-19	2019-20
Amount	\$55,076	\$119,978	\$119,393
Source	Title I	LCFF	LCFF
Budget Reference	Testing Supplies	Testing and personnel expenses	Testing and personnel expenses

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,588	\$9,016	\$8,972
Source	Title I	LCFF	LCFF
Budget Reference	Salaries - Office Staff	Personnel expenses	Personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

For AP, the LEA has moved to change the calculation to be the number of graduates who passed the AP test with a score of 3 or higher divided by number of graduates who took an AP.

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 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 Priorities: 5, 6

Local Priorities:

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 Measureable 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%	All Students	Greater than 90%	All Students	Greater than 90%
	Low Income	96.8%	Low Income	Greater than 90%	Low Income	Greater than 90%
	African American	96.6%	African American	Greater than 90%	African American	Greater than 90%
	Latino	97.0%	Latino	Greater than 90%	Latino	Greater than 90%
	English Learners	96.0%	English Learners	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%
			Foster Youth	Greater than 90%	Foster Youth	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.	All Students	8.9%	All Students	Less than 10%	All Students	Less than 10%
	Low Income	6.3%	Low Income	Less than 10%	Low Income	Less than 10%
	African American	4.6%	African American	Less than 10%	African American	Less than 10%
	Latino	4.6%	Latino	Less than 10%	Latino	Less than 10%
	English Learners	8.3%	English Learners	Less than 10%	English Learners	Less than 10%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

	<table border="1"> <tr> <td data-bbox="443 222 611 334">Students with Disabilities</td> <td data-bbox="617 222 747 334">17.1%</td> </tr> </table>	Students with Disabilities	17.1%	<table border="1"> <tr> <td data-bbox="835 222 1003 334">English Learners</td> <td data-bbox="1010 222 1136 334">Less than 10%</td> </tr> <tr> <td data-bbox="835 339 1003 451">Students with Disabilities</td> <td data-bbox="1010 339 1136 451">Less than 17.1%</td> </tr> </table>	English Learners	Less than 10%	Students with Disabilities	Less than 17.1%	<table border="1"> <tr> <td data-bbox="1230 222 1398 334">Students with Disabilities</td> <td data-bbox="1404 222 1551 334">Less than 14.6%</td> </tr> </table>	Students with Disabilities	Less than 14.6%	<table border="1"> <tr> <td data-bbox="1625 222 1793 334">Students with Disabilities</td> <td data-bbox="1799 222 1946 334">Less than 10%</td> </tr> </table>	Students with Disabilities	Less than 10%																
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Students with Disabilities	Less than 14.6%																													
Students with Disabilities	Less than 10%																													
<p>20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.</p>	<p>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</p>	<table border="1"> <tr> <td data-bbox="835 688 1003 938">All students and statistically significant student groups</td> <td data-bbox="1010 688 1136 938">Less than 5% or less than current year</td> </tr> </table>	All students and statistically significant student groups	Less than 5% or less than current year	<table border="1"> <tr> <td data-bbox="1230 519 1398 602">All Students</td> <td data-bbox="1404 519 1551 602">Less than 5%</td> </tr> <tr> <td data-bbox="1230 607 1398 690">Low Income</td> <td data-bbox="1404 607 1551 690">Less than 5%</td> </tr> <tr> <td data-bbox="1230 695 1398 777">Latino</td> <td data-bbox="1404 695 1551 777">Less than 5%</td> </tr> <tr> <td data-bbox="1230 782 1398 865">African American</td> <td data-bbox="1404 782 1551 865">Less than 5%</td> </tr> <tr> <td data-bbox="1230 870 1398 953">English Learners</td> <td data-bbox="1404 870 1551 953">Less than 5%</td> </tr> <tr> <td data-bbox="1230 958 1398 1040">Students with Disabilities</td> <td data-bbox="1404 958 1551 1040">Less than 5%</td> </tr> </table>	All Students	Less than 5%	Low Income	Less than 5%	Latino	Less than 5%	African American	Less than 5%	English Learners	Less than 5%	Students with Disabilities	Less than 5%	<table border="1"> <tr> <td data-bbox="1625 519 1793 602">All Students</td> <td data-bbox="1799 519 1946 602">Less than 5%</td> </tr> <tr> <td data-bbox="1625 607 1793 690">Low Income</td> <td data-bbox="1799 607 1946 690">Less than 5%</td> </tr> <tr> <td data-bbox="1625 695 1793 777">African American</td> <td data-bbox="1799 695 1946 777">Less than 5%</td> </tr> <tr> <td data-bbox="1625 782 1793 865">Latino</td> <td data-bbox="1799 782 1946 865">Less than 5%</td> </tr> <tr> <td data-bbox="1625 870 1793 953">English Learners</td> <td data-bbox="1799 870 1946 953">Less than 5%</td> </tr> <tr> <td data-bbox="1625 958 1793 1040">Students with Disabilities</td> <td data-bbox="1799 958 1946 1040">Less than 5%</td> </tr> </table>	All Students	Less than 5%	Low Income	Less than 5%	African American	Less than 5%	Latino	Less than 5%	English Learners	Less than 5%	Students with Disabilities	Less than 5%
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Latino	Less than 5%																													
English Learners	Less than 5%																													
Students with Disabilities	Less than 5%																													
<p>21. School will maintain a low annual expulsion rate.</p>	<p>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</p>	<table border="1"> <tr> <td data-bbox="835 1157 1003 1408">All students and statistically significant student groups</td> <td data-bbox="1010 1157 1136 1408">Less than 0.5%</td> </tr> </table>	All students and statistically significant student groups	Less than 0.5%	<table border="1"> <tr> <td data-bbox="1230 1157 1398 1240">All Students</td> <td data-bbox="1404 1157 1551 1240">Less than 0.5%</td> </tr> <tr> <td data-bbox="1230 1245 1398 1328">Latino</td> <td data-bbox="1404 1245 1551 1328">Less than 0.5%</td> </tr> <tr> <td data-bbox="1230 1333 1398 1416">African American</td> <td data-bbox="1404 1333 1551 1416">Less than 0.5%</td> </tr> </table>	All Students	Less than 0.5%	Latino	Less than 0.5%	African American	Less than 0.5%	<table border="1"> <tr> <td data-bbox="1625 1157 1793 1408">All students and statistically significant student groups</td> <td data-bbox="1799 1157 1946 1408">Less than 0.5%</td> </tr> </table>	All students and statistically significant student groups	Less than 0.5%																
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Latino	Less than 0.5%																													
African American	Less than 0.5%																													
All students and statistically significant student groups	Less than 0.5%																													

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Attendance:

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)

2018-19 Actions/Services

Attendance:

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)

2019-20 Actions/Services

Attendance:

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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
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2019-20 Actions/Services

- 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,668	\$12,163	\$12,103
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Staff Salaries	Software, personnel expenses	Software, personnel expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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
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- Green Dot Education Team is actively supporting schools in establishing

2019-20 Actions/Services

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- 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

2017-18 Actions/Services

alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses

- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support

2018-19 Actions/Services

alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses

- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
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2019-20 Actions/Services

alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses

- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$97,190	\$70,301	\$70,601
Source	Title II	LCFF, Title II	LCFF, Title II
Budget Reference	Professional Services, Shared Service Fee	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Response to Intervention and Multi-Tier Systems of Support:

- Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions
- Students receive tiered interventions with the goal of supporting student success
- School leaders and teachers receive professional development to develop and implement MTSS

2018-19 Actions/Services

Response to Intervention and Multi-Tier Systems of Support:

- Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions
- Students receive tiered interventions with the goal of supporting student success
- School leaders and teachers receive professional development to develop and implement MTSS

2019-20 Actions/Services

Response to Intervention and Multi-Tier Systems of Support:

- Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions
- Students receive tiered interventions with the goal of supporting student success
- School leaders and teachers receive professional development to develop and implement MTSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,681	\$68,443	\$67,411
Source	Title I	Title I	Title I
Budget Reference	Salaries - Mental Health Staff	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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
- Green Dot schools implement PBIS as a universal support for students to reach behavior goals

2018-19 Actions/Services

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
- Green Dot schools implement PBIS as a universal support for students to reach behavior goals

2019-20 Actions/Services

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
- Green Dot schools implement PBIS as a universal support for students to reach behavior goals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$190,943	\$161,210	\$159,958
Source	LCFF	LCFF	LCFF
Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 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 Priorities: 3, 6

Local Priorities:

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 Measureable 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?" 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?" 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?" on the Green Dot 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Parent Engagement and Participation:

- 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

2018-19 Actions/Services

Parent Engagement and Participation:

- 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

2019-20 Actions/Services

Parent Engagement and Participation:

- 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

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,427	\$56,705	\$77,794
Source	Title I	Title I	Title I
Budget Reference	Classified Staff Salaries	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services**Communications:**

- 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

2018-19 Actions/Services**Communications:**

- 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

2019-20 Actions/Services**Communications:**

- 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

2017-18 Actions/Services

include an update on student attendance rates for the year

2018-19 Actions/Services

include an update on student attendance rates for the year

2019-20 Actions/Services

include an update on student attendance rates for the year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,753	\$15,990	\$15,912
Source	Title I LCFF	LCFF, Title I	LCFF, Title I
Budget Reference	Communications	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Community Partnerships:

- School looks to engage the community through partnerships that can provide services to families both on and off campus

2018-19 Actions/Services

Community Partnerships:

- School looks to engage the community through partnerships that can provide services to families both on and off campus

2019-20 Actions/Services

Community Partnerships:

- School looks to engage the community through partnerships that can provide services to families both on and off campus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,802	\$172,662	\$139,773
Source	Title I LCFF	Title I	Title I
Budget Reference	Classified Staff Salaries	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,048,863

35.01%

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 94.15% 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 (T4CRP) 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 advisors 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.
- **Designated and Integrated English Language Development (“ELD”):** Designated ELD classes are provided for all English Learner students and Integrated ELD is provided in all other content classes throughout the school day for English Learners. Designated ELD focuses on listening, speaking, reading and writing skills in English with the CA ELD Standards and Features of Designated ELD driving instruction. Integrated ELD focuses on academic content and English language skills in tandem so that English learners practice English language skills with academic content in all classes.
- **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. 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.
- All EL students are served in both Designated and Integrated ELD designed to meet their needs. Instruction is based on the CA ELD Standards and the Features of Designated and Integrated ELD. 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.

- 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 is implemented at the school and used by parents, students and school staff

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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