

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Ánimo Ellen Ochoa Charter Middle School		
Contact Name and Title	Annette Gonzalez, Chief Academic Officer	Email and Phone	angonzalez@greendot.org ; 323-565-1600

2017-20 Plan Summary

THE STORY

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

Ánimo Ellen Ochoa Charter Middle School serves 438 students in grades 6-8. The school's population is 99% Latino, and we are coming to be known as "the jewel of East Los Angeles." The school's mission is to empower students to develop a strong sense of identity and pride as they find their voice during their middle school years. Paramount to the school model are embedded interventions for students who arrive to middle school with academic deficits in literacy, mathematical reasoning, and language development. Students are double blocked in Language Arts and Math to decrease the academic gaps before students move into the high school years. The school is committed to preparing students for high school, college, leadership, and life.

LCAP HIGHLIGHTS

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

This year's LCAP is centered in three areas: increasing student proficiency, decreasing chronic absenteeism, and focusing on school culture by working to build relationships between all members of the school community.

Enhancing student culture will lead to stronger relationships, increased attendance, and enriched learning experiences. To this end, we will create opportunities for students to be involved in school by adding Web Crew, developing a Leadership Advisory class, enhancing Astro Student Ambassadors, beginning Athletics, increasing access to our Drama program, and develop student clubs. Students and parents both identified this as a key initiative we need to take in our 4th year as a middle school.

To combat chronic absenteeism and chronic tardiness, the school is designing a full scale effort to enhance, recognize, and reward attendance improvement. Using the school's existing Advisory program, the school will educate students on the importance of strong attendance and the correlation to high academic achievement. By having students set goals early on, students will feel empowered to monitor their progress at key points throughout the school year. The school is introducing student-led conferences during the second quarter, which will give students an opportunity to report their progress on this important life skill, which will set them up for success in college and careers. In addition, the school will strengthen our current SART program, create Attendance Agreements for students/families who need specialized supports, and reward students for incremental progress made towards increasing their attendance at school.

While those measures are important, the school's primary mission is to prepare students for success in high school, college, leadership, and life. The school is making strategic hiring decisions, developing units of study for its Professional Development Scope and Sequence, and restructuring its in-classroom support for teachers by re-allocating resources and prioritizing instructional leadership with the administrative team. The school will closely monitor instruction, model lessons for teachers, access curriculum specialists and new teacher mentors to ensure that our teachers have coordinated coaching in 2017-2018. The school will track our progress on classroom observations during bi-weekly coaching with the Area Superintendent. The school will also plan monthly data reviews to monitor more closely student progress on common core standards using all available assessment tools. The school will ensure that all English Learners are enrolled in a course designated to enhance language acquisition. Animo Ellen Ochoa recognizes that its students' achievement is paramount. These 3 priorities will be the filters used in decision-making, and the measures reviewed to determine if the school has been successful in these endeavors.

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

Animo Ellen Ochoa has created an atmosphere where students enjoy attending school. We maintained a 96% ADA rate in 2016-2017. 95% of students and families indicated that they would recommend the school to a friend on our Stakeholder Feedback Survey for the past two years.

Parents feel welcome at Animo Ellen Ochoa. The school has full parent participation on our School Advisory Council. The Parent Coordinator hosts monthly Parent Workshops and is committed to increasing parent participation. In addition, the school hosts Coffee with the Principal once per month to invite parent feedback on school improvement measures, and to keep parents informed about the exciting things going on for students on campus.

To ensure we have filled all teaching positions, Green Dot has created a teacher preparation program in partnership with Loyola Marymount University entitled "Adelante" to ensure that all teachers become fully credentialed within their first year of employment.

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

The school's overall student performance was below expectations in English Language Arts and Mathematics. This was true for students overall, as well as for Socioeconomically Disadvantaged and English Learners. We have recruited a team of experienced teachers to strengthen the ELA Department. The school is working to provide substantial, consistent instructional coaching to each Math teachers. The school will increase the number and frequency of school wide internal measures to monitor progress in literacy and Math. To support this, the school has purchased an online intervention program and assessments that are predictive of SBAC performance.

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

Given the limited number of years of operation, the school's data does not indicate any performance gaps between student populations. The school is working to increase achievement for all students in all subgroups.

INCREASED OR IMPROVED SERVICES

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

For the 2017-2018 school year, the school will decrease class size in core ELA and Math classes and will prioritize instructional leadership in the allocation of time for the administrator's responsibilities. The school will differentiate supports for our various departments based on internal assessments and provide more 1:1 coaching and observational feedback and modeling in Math classes. In addition, the school will implement Math journals to heighten the mathematical reasoning skills students need to be successful in real world Math applications.

The school will empower students by informing them of their data, and facilitating goal setting with all students in Literacy, Math, and in Language Proficiency with all English Learners. In addition, the school will begin to develop classroom libraries that support key concepts in Math, Science, and History and to deepen students' background knowledge. The school will align all curricular field trips to the Common Core Curriculum Standards to maximize instructional time and provide enriching learning experiences for all students.

The school will implement a robust system for identifying foster youth by training the office team to seek information that will help identify and provide services for students who may be in foster care. The school counselor will coordinate supports and interface with outside case carriers, social workers, and wrap around services to facilitate acceleration of the impact of services provided to each student to meet their needs.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$5,343,623
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,488,347

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

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

\$2,283,613

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	<p>Provide Basic Services:</p> <ul style="list-style-type: none">A. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teachingB. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petitionC. Students will have access to the educational program as outlined in the school's charter petitionD. Students will be offered elective courses if they do not require additional ELA or Math interventionsE. School facilities are maintained in good repair
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.
- B. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks.
- C. 100% of middle 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.

ACTUAL

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

D. The school will offer at least one elective course offering.

E. The school received an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair.

D. The school offered 4 elective classes.

E. N/A – the district manages facilities at the school

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED Human Resources</p> <ul style="list-style-type: none"> Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements Green Dot implemented improved systems / tools to automate employee lifecycle process (HRIS) 	<p>ACTUAL Human Resources</p> <ul style="list-style-type: none"> Green Dot Human Resources and Human Capital reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements
Expenditures	<p>BUDGETED \$10,000</p>	<p>ESTIMATED ACTUAL \$33,629</p>

Action **2**

Actions/Services	<p>PLANNED Academic – Curriculum Design</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” 	<p>ACTUAL Academic – Curriculum Design</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance”
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materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments

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

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

- Green Dot Education Team and school staff (e.g., administrators, teachers) are engaged in curriculum development via surveys, professional development and working groups
- Textbooks and classroom materials are tracked using online system to ensure access for all students
- Interim assessments align to Common Core standards and are available for all core teachers

Expenditures

BUDGETED
\$35,000

ESTIMATED ACTUAL
\$341,592

Action **3**

Actions/Services

PLANNED
Academic – Interim Assessments

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

ACTUAL
Academic – Interim Assessments

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
- Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are

	support instruction	available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments <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
Expenditures	BUDGETED \$1,200	ESTIMATED ACTUAL \$41,870

Action

4

Actions/Services

	PLANNED Master Scheduling & Staffing <ul style="list-style-type: none"> • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on 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) 	ACTUAL Master Scheduling & Staffing <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)
Expenditures	BUDGETED \$107,146	ESTIMATED ACTUAL \$893,332

Action

5

Actions/Services

<p>PLANNED Operations</p> <ul style="list-style-type: none">• Annual facility inspections will be conducted by Green Dot Operations staff• Regular facility inspections and audits will be conducted by school staff and Facilities team• School maintenance and repairs will be provided by Green Dot Operations staff and external vendors	<p>ACTUAL</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
<p>BUDGETED \$50,000</p>	<p>ESTIMATED ACTUAL \$1,285,738</p>

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year's LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

Goal 2

Proficiency for All:

- F. Increase number of students scoring Met or Exceeded Standard on SBAC ELA assessments.
- G. Increase number of students scoring Met or Exceeded Standard on SBAC Math assessments.
- H. School will meet the annual API Growth Target or equivalent.
- I. Increase number of EL students who reclassify as Fully English Proficient.
- J. Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

All Students	Greater than 26.2%
Low Income	Greater than 25.0%
Latino	Greater than 26.2%
English Learners	Greater than 0.0%
Special Education	Greater than 13.0%

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

All Students	Greater than 10.0%
Low Income	Greater than 9.4%

ACTUAL

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

All Students	19.7%
Low Income	19.0%
Latino	19.7%
English Learners	1.2%
Special Education	0.0%

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

All Students	9.7%
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Latino	Greater than 10.0%
English Learners	Greater than 0.0%
Special Education	Greater than 0.0%

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

Low Income	10.0%
Latino	9.0%
English Learners	1.2%
Special Education	4.9%

- H. N/A – APIs have not been calculated since the 2012-13 school year.
- I. Current year is baseline data. The student group was not statistically significant. As such, data is not reported
- J. Current year is baseline data. The student group was not statistically significant. As such, data is not reported.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
Curriculum, Resources and Materials to Support Student Subgroup

- ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards

ACTUAL
Curriculum, Resources and Materials to Support Student Subgroup

- ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs
- Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed
- Professional development has been provided to all teachers on the Common Core literacy standards
- Professional development has been provided to core content teachers to transition to Common Core

Expenditures

BUDGETED
\$169,816

ESTIMATED ACTUAL
\$113,000

- content standards
- Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
- 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

Action

2

Actions/Services

PLANNED

Supports for EL students:

- Appropriate ELD courses are offered based on student needs (sheltered or ELD)
- An EL resources page is online to support teachers
- EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program
- A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth

ACTUAL

Supports for EL students:

- A Literacy dashboard was created to monitor CELDT scores, student performance in ELA classes and Lexile growth
- Appropriate ELD courses are offered based on student needs (sheltered or ELD)
- Professional development is provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students
- An online EL resources page was created to support teachers
- The School's EL Lead is part of the Green Dot EL Steering Committee, which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program

Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"	ESTIMATED ACTUAL \$10,609
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Action **3**

Actions/Services	PLANNED Supports for Students with Disabilities: <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 	ACTUAL Supports for Students with Disabilities <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
	BUDGETED \$153,061	ESTIMATED ACTUAL \$507,284

Action **4**

Actions/Services	PLANNED High Achieving Students <ul style="list-style-type: none"> Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses 	ACTUAL High Achieving Students <ul style="list-style-type: none"> Student whose data reflects achievement above grade level were supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses
	BUDGETED See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"	ESTIMATED ACTUAL \$54,248

Action **5**

Actions/Services

PLANNED

Professional Development

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

ACTUAL

Professional Development

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

Expenditures

BUDGETED

\$9,177

ESTIMATED ACTUAL

\$687,572

Action

6

Actions/Services

PLANNED

Interim Assessments

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

ACTUAL

Interim Assessments

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
- Curriculum Directors and Curriculum Specialists

and Literacy standards to expose students to the structure and format of the CA MAPP

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

BUDGETED

See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year

ESTIMATED ACTUAL

See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year’s LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals. The school will work with the Green Dot Education Team to receive support in improving literacy and math proficiency. Additionally, the school will administer and monitor regular internal assessments in literacy and math to track progress and reteach lessons when necessary.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The school will adjust language in performance goals related to English Learner proficiency to read, “+/-5% or greater” to recognize the school’s accomplishment if it is able to improve English Learner proficiency by more than 5%.

Goal 3

Prepared for college, leadership and life:
K. Maintain low cohort dropout rates.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

K. Maintain low cohort dropout rates.
N/A -- Middle schools do not have tracked cohort dropout rates at the state level

ACTUAL

K. Maintain low cohort dropout rates.
N/A -- Middle schools do not have tracked cohort dropout rates at the state level

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
Counseling:

- School has 1-2 counselors who provide academic

ACTUAL
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

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 an Advisory course which provides individualized academic consultancy

BUDGETED
\$67,048

ESTIMATED ACTUAL
\$38,778

Expenditures

Action **2**

PLANNED
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

ACTUAL
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

Actions/Services

BUDGETED
\$109,148

ESTIMATED ACTUAL
\$8,237

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	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.	The school will aim to have cohort dropout rates lower than 8% for all student groups, or lower than the previous year.

Goal 4

Focus on school culture:

- L. School will maintain a high Average Daily Attendance (“ADA”) rate.
- M. School will decrease student chronic absenteeism rate.
- N. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.
- O. School will maintain a low annual expulsion rate.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

L. School will maintain a high Average Daily Attendance (“ADA”) rate.

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

M. School will decrease student chronic absenteeism rate.

All Students	Lower than 5%
Low Income	Lower than 5%
Latino	Lower than 5%
English Learners	Lower than 0%

ACTUAL

L. School will maintain a high Average Daily Attendance (“ADA”) rate.

All Students	96%
Low Income	96%
Latino	96%
English Learners	96%
Students with Disabilities	95%

M. School will decrease student chronic absenteeism rate.

All Students	12%
Low Income	11%
Latino	10%
English Learners	11%

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

All Students	Lower than 6%
Low Income	Lower than 6%
African American	Lower than 6%
Latino	Maintain 5% or less
English Learners	Maintain 5% or less

O. School will maintain a low annual expulsion rate.

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

Students with Disabilities	22%
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N. School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less.

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

O. School will maintain a low annual expulsion rate.

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

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Attendance

- Attendance is taken daily and tracked via 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

ACTUAL

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

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

attendance rates for the year

- School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed
- Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system

BUDGETED
See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement"

ESTIMATED ACTUAL
\$17,555

Expenditures

Action

2

PLANNED
School Culture Team:

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

ACTUAL
School Culture Team:

- School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students
- The School Culture Team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program
- A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus
- Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance
- Green Dot Education Team is actively supporting 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

Actions/Services

	Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
--	--

Expenditures

BUDGETED See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule"

ESTIMATED ACTUAL \$34,238

Action **3**

Actions/Services

PLANNED Response to Intervention/Multi-Tier System of Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions
--

ACTUAL Response to Intervention/Multi-Tier System of Support: <ul style="list-style-type: none"> Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses

Expenditures

BUDGETED \$90,590

ESTIMATED ACTUAL \$48,756

Action **4**

Actions/Services

PLANNED Discipline Policy and Matrix: <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for 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

ACTUAL Discipline Policy and Matrix: <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

		<ul style="list-style-type: none"> Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Academic - Master Schedule"	ESTIMATED ACTUAL \$110,185

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year's LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals. School will continue to utilize the SART process and will provide additional opportunities to engage with families on discipline, academics and attendance in the next school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Moving forward, the school will aim to have chronic absenteeism rates lower than 10% for all student groups, or lower than the previous year.

Goal 5

Parent Student and Community Engagement:

- P. At least two parents will serve on the School Advisory Council (“SAC”).
- Q. At least two parent activities or events will be held per semester.
- R. Students, families and the school community will feel a sense of connectedness.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

P. At least two parents will serve on the School Advisory Council (“SAC”).

Q. At least two parent activities or events will be held per semester.

R. Students, families and the school community will feel a sense of connectedness as measured by at least 80% of respondents agreeing that they would recommend the school to a friend on the Green Dot Family Survey.

P. At least two parents served on the School Advisory Council (“SAC”).

Q. The school held at least two parent activities or events per semester.

R. 95% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

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 communications with parents/guardians
- Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education

ACTUAL

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 hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal)
- School offered Parent Academy/trainings for interested families

Expenditures

BUDGETED

See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement"

ESTIMATED ACTUAL

\$5,852

Action

2

Actions/Services

PLANNED

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 include an update on student

ACTUAL

Communications:

- 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

attendance rates for the year

Expenditures

BUDGETED
See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement"

ESTIMATED ACTUAL
\$9,686

Action **3**

Actions/Services

PLANNED
Community Partnerships:
• School looks to engage the community through partnerships that can provide services to families both on and off campus

ACTUAL
Community Partnerships:
• School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services

Expenditures

BUDGETED
See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement"

ESTIMATED ACTUAL
\$89,437

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year's LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

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

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Provide Basic Services:

- A. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching
- B. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition
- C. Students will have access to the educational program as outlined in the school's charter petition
- D. Students will be offered elective courses if they do not require additional ELA or Math interventions
- E. School facilities are maintained in good repair

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

<p>B. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks.</p>	<p>100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>	<p>100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</p>
<p>C. 100% of middle 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.</p>	<p>- 100% of middle 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</p>	<p>- 100% of middle 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</p>	<p>- 100% of middle 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</p>	<p>- 100% of middle 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</p>
<p>D. The 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>School will offer at least one elective course</p>	<p>School will offer at least one elective course</p>
<p>E. The school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair</p>	<p>N/A – district manages the facility</p>	<p>Greater than 90%</p>	<p>Greater than 90%</p>	<p>Greater 90%</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Human Resources:</p> <ul style="list-style-type: none"> 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 	<p>Human Resources:</p> <ul style="list-style-type: none"> Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements Green Dot's improved system will 	<p>Human Resources:</p> <ul style="list-style-type: none"> Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements Green Dot's improved system will

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

2017-18	2018-19	2019-20
Amount: \$33,585	Amount: \$34,593	Amount: \$35,630
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Shared Service Allocation/ Unrestricted	Budget Reference: Shared Service Allocation/ Unrestricted	Budget Reference: Shared Service Allocation/ Unrestricted

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a	Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and	Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists

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

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

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

Additional curricular resources available online include model unit plans, lesson plans and summative assessments

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

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

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$352,528	Amount	\$363,104	Amount	\$373,997
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books, Educational	Budget Reference	Books, Educational	Budget	Books, Educational

Action

3

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Academic – Interim Assessments:

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

2018-19

New Modified Unchanged

Academic – Interim Assessments:

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Interim assessments align to Common Core standards and are available for all core teachers
- Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year
- Interim assessment data will be analyzed by teachers and

2019-20

New Modified Unchanged

Academic – Interim Assessments:

- Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year
- Interim assessments align to Common Core standards and are available for all core teachers
- Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year

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

- Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$48,289	Amount	\$49,738	Amount	\$51,230
Source	Title I LCFF	Source	Title I LCFF	Source	Title I LCFF
Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design"	Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design"	Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design"

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student

Group(s)

[Location\(s\)](#)

All schools spans: _____

Specific Schools: _____

Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

Academic – Master Scheduling & Staffing:

- 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)

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$838,281

Amount

\$863,429

Amount

\$889,332

Source

Title I
LCFF

Source

Title I
LCFF

Source

Title I
LCFF

Budget Reference

Salaries - Teachers & Administrators

Budget Reference

Salaries - Teachers & Administrators

Budget Reference

Salaries - Teachers & Administrators

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Operations:</p> <ul style="list-style-type: none"> Annual facility inspections will be conducted by Green Dot Operations staff Regular facility inspections and audits will be conducted by school staff and Facilities team School maintenance and repairs will be provided by Green Dot Operations staff and external vendors Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the 	<p>Operations:</p> <ul style="list-style-type: none"> Annual facility inspections will be conducted by Green Dot Operations staff Regular facility inspections and audits will be conducted by school staff and Facilities team School maintenance and repairs will be provided by Green Dot Operations staff and external vendors Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the 	<p>Operations:</p> <ul style="list-style-type: none"> Annual facility inspections will be conducted by Green Dot Operations staff Regular facility inspections and audits will be conducted by school staff and Facilities team School maintenance and repairs will be provided by Green Dot Operations staff and external vendors Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as

charter school must lease or purchase facilities

charter school must lease or purchase facilities

the charter school must lease or purchase facilities

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,035,827	Amount	\$1,066,902	Amount	\$1,098,909
Source	Title I LCFF	Source	Title I LCFF	Source	Title I LCFF
Budget Reference	Salaries - Teachers & Administrators	Budget Reference	Salaries - Teachers & Administrators	Budget Reference	Salaries - Teachers & Administrators

New

Modified

Unchanged

Goal 2

Proficiency for All:

- F. Increase number of students scoring Met or Exceeded Standard on SBAC ELA assessments.
- G. Increase number of students scoring Met or Exceeded Standard on SBAC Math assessments.
- H. School will meet the annual API Growth Target or equivalent.
- I. Increase number of EL students who reclassify as Fully English Proficient.
- J. Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

F. Increase the percent of students scoring Standard Met and above on SBAC ELA assessments

All Students	19.7%
Low Income	19.0%
Latino	19.7%
English Learners	1.2%

All Students	20.7%
Low Income	20.0%
Latino	20.7%
English Learners	2.2%

All Students	21.7%
Low Income	21.0%
Latino	21.7%
English Learners	3.2%

All Students	22.7%
Low Income	22.0%
Latino	22.7%
English Learners	4.2%

	<table border="1"> <tr> <td>Students with Disabilities</td> <td>0.0%</td> </tr> </table>	Students with Disabilities	0.0%	<table border="1"> <tr> <td>Students with Disabilities</td> <td>1.0%</td> </tr> </table>	Students with Disabilities	1.0%	<table border="1"> <tr> <td>Students with Disabilities</td> <td>2.0%</td> </tr> </table>	Students with Disabilities	2.0%	<table border="1"> <tr> <td>Students with Disabilities</td> <td>3.0%</td> </tr> </table>	Students with Disabilities	3.0%																																
Students with Disabilities	0.0%																																											
Students with Disabilities	1.0%																																											
Students with Disabilities	2.0%																																											
Students with Disabilities	3.0%																																											
G. Increase the percent of students scoring Standard Met and above on SBAC Math assessments.	<table border="1"> <tr> <td>All Students</td> <td>9.0%</td> </tr> <tr> <td>Low Income</td> <td>9.0%</td> </tr> <tr> <td>Latino</td> <td>9.0%</td> </tr> <tr> <td>English Learners</td> <td>1.2%</td> </tr> <tr> <td>Students with Disabilities</td> <td>4.9%</td> </tr> </table>	All Students	9.0%	Low Income	9.0%	Latino	9.0%	English Learners	1.2%	Students with Disabilities	4.9%	<table border="1"> <tr> <td>All Students</td> <td>10.0%</td> </tr> <tr> <td>Low Income</td> <td>10.0%</td> </tr> <tr> <td>Latino</td> <td>10.0%</td> </tr> <tr> <td>English Learners</td> <td>2.2%</td> </tr> <tr> <td>Students with Disabilities</td> <td>5.9%</td> </tr> </table>	All Students	10.0%	Low Income	10.0%	Latino	10.0%	English Learners	2.2%	Students with Disabilities	5.9%	<table border="1"> <tr> <td>All Students</td> <td>11.0%</td> </tr> <tr> <td>Low Income</td> <td>11.0%</td> </tr> <tr> <td>Latino</td> <td>11.0%</td> </tr> <tr> <td>English Learners</td> <td>3.2%</td> </tr> <tr> <td>Students with Disabilities</td> <td>6.9%</td> </tr> </table>	All Students	11.0%	Low Income	11.0%	Latino	11.0%	English Learners	3.2%	Students with Disabilities	6.9%	<table border="1"> <tr> <td>All Students</td> <td>12.0%</td> </tr> <tr> <td>Low Income</td> <td>12.0%</td> </tr> <tr> <td>Latino</td> <td>12.0%</td> </tr> <tr> <td>English Learners</td> <td>4.2%</td> </tr> <tr> <td>Students with Disabilities</td> <td>7.9%</td> </tr> </table>	All Students	12.0%	Low Income	12.0%	Latino	12.0%	English Learners	4.2%	Students with Disabilities	7.9%
All Students	9.0%																																											
Low Income	9.0%																																											
Latino	9.0%																																											
English Learners	1.2%																																											
Students with Disabilities	4.9%																																											
All Students	10.0%																																											
Low Income	10.0%																																											
Latino	10.0%																																											
English Learners	2.2%																																											
Students with Disabilities	5.9%																																											
All Students	11.0%																																											
Low Income	11.0%																																											
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All Students	12.0%																																											
Low Income	12.0%																																											
Latino	12.0%																																											
English Learners	4.2%																																											
Students with Disabilities	7.9%																																											
H. 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																																								
I. Increase number 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	Prior year +/- 5% or greater																																								
J. Increase number of EL students scoring "Early Advanced" and "Advanced" on the California English Language	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	Prior year +/- 5% or greater																																								

Development Test
("CELDT") annual
assessment



PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Curriculum, Resources and Materials to Support Student Subgroups: <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards 	Curriculum, Resources and Materials to Support Student Subgroups: <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards 	Curriculum, Resources and Materials to Support Student Subgroups: <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$99,608	Amount	\$102,596	Amount	\$105,674
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

support teachers

- EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program
- A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth

support teachers

- EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program
- A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth

support teachers

- EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program
- A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,806	Amount: \$5,980	Amount: \$6,160
Source: Title III	Source: Title III	Source: Title III
Budget Reference: EL Lead Stipend, Textbooks, and Sub Services for Training	Budget Reference: EL Lead Stipend, Textbooks, and Sub Services for Training	Budget Reference: EL Lead Stipend, Textbooks, and Sub Services for Training

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students with Disabilities: <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 	Students with Disabilities: <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 	Students with Disabilities: <ul style="list-style-type: none"> Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$578,656 Source IDEA Title I Budget Reference Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"	Amount \$596,016 Source IDEA Title I Budget Reference Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"	Amount \$613,896 Source IDEA Title I Budget Reference Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"

Action **4**

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

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

High Achieving Students:

- Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses

High Achieving Students:

- Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses

High Achieving Students:

- Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$57,955

Amount \$59,694

Amount \$61,484

Source LCFF

Source LCFF

Source LCFF

Budget Reference AP Testing, Elective Classes

Budget Reference AP Testing, Elective Classes

Budget Reference AP Testing, Elective Classes

Action **5**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional Development:

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

2018-19

New Modified Unchanged

Professional Development:

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

2019-20

New Modified Unchanged

Professional Development:

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

- 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

- 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

- 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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$715,884	Amount	\$737,361	Amount	\$759,481
Source	Title I Title II LCFF	Source	Title I Title II LCFF	Source	Title I Title II LCFF
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

Action **6**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Interim Assessments:</p> <ul style="list-style-type: none"> Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP 	<p>Interim Assessments:</p> <ul style="list-style-type: none"> Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP 	<p>Interim Assessments:</p> <ul style="list-style-type: none"> Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>See Expenditure in Academic Interim Assessment</p>	<p>Amount</p> <p>See Expenditure in Academic Interim Assessment</p>	<p>Amount</p> <p>See Expenditure in Academic Interim Assessment</p>
<p>Source</p> <p>Title I</p>	<p>Source</p> <p>Title I</p>	<p>Source</p> <p>Title I</p>
<p>Budget Reference</p> <p>Interim Assessments</p>	<p>Budget Reference</p> <p>Interim Assessments</p>	<p>Budget Reference</p> <p>Interim Assessments</p>

New
 Modified
 Unchanged

Goal 3

Prepared for college, leadership and life:
K. Maintain low cohort dropout rates.

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

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

[Identified Need](#)

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

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
K. Maintain low cohort dropout rates.	N/A – middle schools do not have tracked cohort dropout rates at the state level	Less than 8%	Less than 8%	Less than 8%

Amount	\$49,656	Amount	\$51,146	Amount	\$52,680
Source	"Title I LCFF"	Source	"Title I LCFF"	Source	"Title I LCFF"
Budget Reference	Salaries - Counselors	Budget Reference	Salaries - Counselors	Budget Reference	Salaries - Counselors

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent Involvement: <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 	Parent Involvement: <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 	Parent Involvement: <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

parents on graduation requirements and how to best support their students

support their students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$8,237	Amount	\$8,484	Amount	\$8,739
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries - Office Staff	Budget Reference	Salaries - Office Staff	Budget Reference	Salaries - Office Staff

New Modified Unchanged

Goal 4

Focus on school culture:

- L. School will maintain a high Average Daily Attendance (“ADA”) rate.
- M. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.
- N. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.
- O. School will maintain a low annual expulsion rate.

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

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
L. School will maintain a high Average Daily Attendance (“ADA”) rate.	All Students	96%	Greater than 90%	Greater than 90%
	Low Income	96%	Greater than 90%	Greater than 90%
	Latino	96%	Greater than 90%	Greater than 90%
	English Learners	96%	Greater than 90%	Greater than 90%
	Students with	95%	Greater than 90%	Greater than 90%

	Disabilities		Disabilities		Disabilities		Disabilities																																					
M. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.	<table border="1"> <tr><td>All Students</td><td>12%</td></tr> <tr><td>Low Income</td><td>11%</td></tr> <tr><td>Latino</td><td>10%</td></tr> <tr><td>English Learners</td><td>11%</td></tr> <tr><td>Students with Disabilities</td><td>22%</td></tr> </table>	All Students	12%	Low Income	11%	Latino	10%	English Learners	11%	Students with Disabilities	22%	<table border="1"> <tr><td>All Students</td><td>less than 12%</td></tr> <tr><td>Low Income</td><td>less than 11%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>less than 11%</td></tr> <tr><td>Students with Disabilities</td><td>less than 22%</td></tr> </table>	All Students	less than 12%	Low Income	less than 11%	Latino	Less than 10%	English Learners	less than 11%	Students with Disabilities	less than 22%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than 10%</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than 10%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than 10%</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than 10%
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English Learners	Less than 10%																																											
Students with Disabilities	Less than 10%																																											
N. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education.	<table border="1"> <tr><td>All students and statistically significant student groups</td><td>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>All students and statistically significant student groups</td><td>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>All students and statistically significant student groups</td><td>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																																		
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O. School will maintain a low annual	The California Department of Education had not	<table border="1"> <tr><td>All students and</td><td>Less than 0.5%</td></tr> </table>	All students and	Less than 0.5%	<table border="1"> <tr><td>All</td><td>Less than</td></tr> </table>	All	Less than	<table border="1"> <tr><td>All students and</td><td>Less than 0.5%</td></tr> </table>	All students and	Less than 0.5%																																		
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All	Less than																																											
All students and	Less than 0.5%																																											

<p>expulsion rate.</p>	<p>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="743 134 915 280"> <p>statistically significant student groups</p> </td> <td data-bbox="915 134 1052 280"></td> </tr> </table>	<p>statistically significant student groups</p>		<table border="1"> <tr> <td data-bbox="1127 134 1304 345"> <p>students and statistically significant student groups</p> </td> <td data-bbox="1304 134 1440 345"> <p>0.5%</p> </td> </tr> </table>	<p>students and statistically significant student groups</p>	<p>0.5%</p>	<table border="1"> <tr> <td data-bbox="1520 134 1696 280"> <p>statistically significant student groups</p> </td> <td data-bbox="1696 134 1833 280"></td> </tr> </table>	<p>statistically significant student groups</p>	
<p>statistically significant student groups</p>										
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<p>statistically significant student groups</p>										

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Attendance:</p> <ul style="list-style-type: none"> 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 	<p>Attendance:</p> <ul style="list-style-type: none"> 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 	<p>Attendance:</p> <ul style="list-style-type: none"> 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

New Modified Unchanged

School Culture Team:

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

New Modified Unchanged

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New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$34,238	Amount	\$35,265	Amount	\$36,323
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Professional Services, Shared Service Fee	Budget Reference	Professional Services, Shared Service Fee	Budget Reference	Professional Services, Shared Service Fee

Action **3**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Response to Intervention/Multi-Tier Systems of Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions 	Response to Intervention/Multi-Tier Systems of Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions 	Response to Intervention/Multi-Tier Systems of Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$48,756	Amount: \$50,219	Amount: \$51,725
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Salaries - Mental Health Staff	Budget Reference: Salaries - Mental Health Staff	Budget Reference: Salaries - Mental Health Staff

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>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 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 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 has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$110,185	Amount \$113,491	Amount \$116,895

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Shared Service Fee,
Expenditures in Master
Schedule

Budget
Reference

Shared Service Fee,
Expenditures in Master
Schedule

Budget Reference

Shared Service Fee,
Expenditures in Master
Schedule

New Modified Unchanged

Goal 5

Parent Student and Community Engagement:

- P. At least two parents will serve on the School Advisory Council (“SAC”).
- Q. At least two parent activities or events will be held per semester.
- R. Students, families and the school community will feel a sense of connectedness.

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

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

[Identified Need](#)

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

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
P. 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
Q. 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
R. Students, families and the school community will feel a sense of connectedness.	95% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?”	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot

on the Green Dot Family survey

Green Dot Family survey

Family survey

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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 participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians Parent Coordinator coordinates monthly 	Parent 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 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 	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 participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians

parent workshops on relevant topics to engage parents in their students' education

- School offers parent workshops to engage parents in the educational process

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

- 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

2017-18	2018-19	2019-20
Amount: \$11,938	Amount: \$12,296	Amount: \$12,665
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Communications:</p> <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 	<p>Communications:</p> <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 	<p>Communications:</p> <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$9,686</p>	<p>Amount</p> <p>\$9,977</p>	<p>Amount</p> <p>\$10,276</p>
<p>Source</p> <p>Title I LCFF</p>	<p>Source</p> <p>Title I LCFF</p>	<p>Source</p> <p>Title I LCFF</p>

Budget Reference

Communications

Budget Reference

Communications

Budget Reference

Communications

Action **3**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Community Partnerships:

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

Community Partnerships:

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

Community Partnerships:

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$334,041

Amount

\$344,062

Amount

\$354,384

Source

Title I

Source

Title I

Source

Title I

	LCFF		LCFF		LCFF
Budget Reference	Classified Staff Salaries	Budget Reference	Classified Staff Salaries	Budget Reference	Classified Staff Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:	\$1,028,280	Percentage to Increase or Improve Services:	10%
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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 97% 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.

- 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 advisor and offering college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.
3. **Eliminating Barriers to Learning:** Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that provides academic guidance, school culture & safety; college and career; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
4. **Promoting Leadership & Life Skills:** Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

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

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

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

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

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

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the culture of the school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of the school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- **Literacy Intervention/Enrichment (Read 180):** Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to

students that test low in reading. Typically, this course is given to students through an elective class.

- **Math Foundations:** Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **English Language Development (“ELD”):** ELD classes are provided for students entering school as beginning ELLs. Based on CA ELD standards, these classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.
- **Special Needs/Academic Success:** Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- **Homework Club:** Students who are struggling with a particular class or want more support in subject can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns.
- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.
- **Afterschool Program:** Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.

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

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

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

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

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

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

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

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

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

- Technology is widely used at the school to drive higher levels of achievement and prepare students for the information driven economy of the 21st century. It is also used as a critical tool for gathering data for school management. Technology investments will be made in the following areas:
 - Increased computing devices (e.g., desktops, laptops, Chromebooks) that are available for student use;
 - Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
 - Courses often include web-based research projects and assignments;
 - Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and
 - A web-based student information and school management system (PowerSchool) is implemented at the school and used by parents, students and the school staff