

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Oscar De La Hoya Ánimo Charter High School (ODLHA) is one of the 20 schools governed by Green Dot Public Schools California. Since its opening in 2003, the school currently serves 599 students in grades 9-12 from the immediate surrounding area of Boyle Heights. ODLHA was founded when Oscar De La Hoya, the seven-time world boxing champion, businessman, and philanthropist joined Green Dot Public Schools to announce the partnership with his Oscar De La Hoya Foundation to open the Oscar De La Hoya Ánimo Charter High School in Boyle Heights.

Los Angeles Unified has historically had two comprehensive high schools that serve the surrounding area where ODLHA is located: James A. Garfield High School and Theodore Roosevelt High School. Both high schools' API rankings from 2013 are respectively 714 and 635. ODLHA's API score from the same year was 738. Currently, ODLHA students come from, among other schools, Robert Louis Stevenson MS, Belvedere MS and Hollenbeck MS, there is no direct middle school feeder. A nearby middle school, Ánimo Ellen Ochoa Charter Middle School, was established by Green Dot Public Schools in 2014 and will serve in part as another local school from which ODLHA will receive students.

In Spanish, Ánimo means "vigor, mind, spirit, valor, and the courage to overcome odds." This word exemplifies ODLHA's teachers, students, and mission. ODLHA serves a diverse student population and all students will achieve, regardless of the obstacles and odds set before them. Our student demographics are:

- 95% of students are FRL
- 99% of students are Latino
- 50.3% of students are female; 49.7% male
- 10% of students are Special Education students
- 11% of students are English Language Learners

In order to serve both the academic and social emotional learning needs of our students, the school offers a robust academic program that includes 14 electives, eight Advanced Placement Classes, an SAT Tutoring program with College Spring, and three college courses on campus through a partnership with East Los

Angeles College & Alliant University. In addition, the school partnerships with community organizations such as Violence Intervention Program, Alta Med, and GYRD to provide mental health support and resources for students and families. We also provide a robust after school programming, eight CIF athletic teams, and more than ten school clubs.

LCAP Highlights

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

Oscar De La Hoya Ánimo Charter High School strives to provide the best education possible for all students. The staff at ODLHA is an integral piece of assuring student success. During the 2016-17 school year, ODLHA teachers were 100% credentialed and averaged 8.6 years of teaching experience, with only one teacher being a first year teacher.

ODLHA prides itself on retaining high quality teachers by providing teachers with a data-driven curriculum, Common Core-aligned professional development, and on-one-on instructional coaching. Our teachers have spent extensive time reviewing the Common Core Standards, the College & Career Readiness Standards, and EL Anchor Standards. For the last two years, members of the school instructional team (administrators & department chairs) have partnered with our district's curriculum specialists to collaborate to provide professional development to teachers that is Common Core-aligned and address the needs of student subgroup data. Through the professional development cycle, teachers routinely participate in data review, (SBAC Data, I-Ready Data, classroom data,) and implement & refine instructional strategies to support all student groups. For the last two years, all content areas have focused on student literacy to support students in grappling with accessing complex texts needed to persist through standardized tests, as well as college and the workforce.

Although last year's ELA scores decreased from 66% met or exceed to 56%, we're still outperforming local high schools in our area in ELA SBAC and have been steadily increasing since the 2014-15 school year. In the category exceeded standard we jumped from 18% in 14-15 SY to 24% in 15-16 SY to 26% in the 2016-17 SY. Our EAP Data shows an increase in the percentage of students who are considered "ready" in ELA. We have doubled our results in four years, moving from 31% ready/conditionally ready in 2013-14 to 62% in 2016-17.

Although this was an increase, a cause for concern is that EL students tend not to do as well on the exam. As a school and organization, there has been an increase in EL supports and increased focus on literacy. In addition, ODLHA added ERWC as a course in the 2016-2017 school year to assure that students can attain their ready status, and the school has offered a Sheltered English 10 and Sheltered English 11 class to support this population.

Another area of improvement as whole school is in the area of Common Core Math; in 2016-17, only 56% of our students falling in the category of met standard and exceeded standard. ODLHA implements Carnegie Math curriculum and hopes that coupled with the Common Core infused curriculum and Math interventions we will see the percentage of students Ready and Conditionally Ready on the Math EAP increase. Additionally, our math intervention courses at ODLH are implementing use of I-ready instructional software as it is a direct indicator of future student SBAC Math performance and allows teachers to provide differentiated math instruction for all subgroups.

ODLHA has been able to provide access to a diverse and rigorous Advanced Placement curriculum. Currently, ODLHA offers 10 Advanced Placement courses, including AP Calculus, AP Spanish Language and Literature. Over 125 students earned a 3 or better in an AP exam during the 2015-2016 school year.

The staff at ODLHA recognizes the importance of engaging families & students in establishing a positive school culture, and the school regularly hosts events throughout the year to work collaboratively with parents in order to be a united front on rules, expectations, uniform & electronics policy, and our zero tolerance bullying

policy. Some of these events include: summer orientation, grade level assemblies, and quarterly Coffee grade level incentive events, Semester Award Assemblies, Semester Parent Conferences, and quarterly Coffee with the Principal meetings. At every event, parents receive strategies to help support their children at home both behaviorally & academically. According to our internal parent/family survey, 98% of parents at ODLHA would recommend the school to a family member or friend.

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

According to the California School Dashboard and internal Green Dot Data, ODLHA continues to excel in graduation rates for all students specifically English Language Learners and Special Education students. Since the 2013-14 school year the De La Hoya's graduation rate has remained at over 90 percent. We have jumped from 91 % in the 15-16 school year to 95% in 16-17. Another important data point to note is A-G rate at De La Hoya has always been equal to or above 60% since the 2013 school year, with the 2016-17 school year ending with 65%. Ninety-six percent of these graduates were accepted to a 2 or 4-year university. As a staff, we continue to improve our practices each year in order to ensure that we are preparing our students to get to and through college. Most students enter our school at least 2 or more grade levels behind, and we have improved our master schedule each year in order to We want our students to be well-rounded individuals and have prioritized the following practices at ODLH. We credit this increase to:

- College Access Programs/Dual Enrollment Partnership with East Los Angeles College & Alliant International University
- Credit Recovery options during advisory/after school
- Advisory Program-develop students' social and academic skills & habits
- Multi-tiered Systems of Support (MTSS) for all student subgroups

ODLHA provides regular professional development regarding strategies to ensure that students with disabilities are able to access grade-level content and demonstrate their knowledge through accommodated assessments. Our school has two special education teachers, each teacher supports two grade levels, and two instructional aides who support and push into general education classrooms to ensure that teachers are able to provide the accommodations and modifications that are appropriate for each student based on their IEP and/or BSP. Our school also offers a course called Academic Success for SWDs that is taught by our special education teachers; the course allows for students to receive instructional support from their RSP educators, and the room is also equipped with its own computer lab. The school's master schedule allows for collaboration between the special education team and grade level teachers. During summer professional development, the special education team met with each grade level to deliver Special Education Passports (students IEPs and BSPs). These SPED Passports support staff in understanding how to implement modifications and accommodations. Increased graduation rates for ELs can be attributed to the supports that have been added/maintained in the past few years at ODLHA:

- Implementation of Sheltered English 10 & Sheltered English 11 into the matrix to help LTELs access the curriculum.

- Clustered EL students in all subjects to ensure Bilingual Aide is able to push in to help access the curriculum.
- Addition of an EL Lead position who helps with EL PD, and leads the ELD Advisory Class.
- Continuing to double block 9th and 10th graders in ELA to accelerate literacy development based on lexile reading diagnostic exams. 9th graders are enrolled in ELA 9 and either Literacy Enrichment or Composition. 10th Graders are enrolled in ELA 10 and either Academic Essentials of English (AEE) or African American/Chicano Literature.

ODLHA has also seen a decline in suspension rates among our students. According to the California School Dashboard and internal data, in 2016-2017, 3.7% of students were suspended, where as in 2013-14, the OSS rate was 6.96%. In order to deter students from continually engaging in negative behaviors that may result in suspension, the school culture team at ODLH has provided professional development for teachers on restorative practices. Additionally, ODLHA holds bi-quarterly MTSS (Multi-Tier System of Support) meetings in which the Coordination of Service Team Meetings (COST) to look over student data and determine appropriate interventions for the highest need students. The COST team includes, our ODLHA Counselors, School Psychologist, MFT interns, Clinical Supervisor, and Principal or Vice Principal. Data that is reviewed in these the MTSS meetings include D/Fs, discipline infractions accrued, history of mental health services, and attendance. It is of utmost importance that the social emotional needs of our students are met, and during these meetings the COST teams, discusses referral forms, collaboratively conducts a data analysis, problem solves and determines the appropriate intervention for the students.

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

According to the California Model Five-By-Five Report, our English Language Learners have not shown a positive increase in progress. Oscar De La Hoya Ánimo CHS continues to focus on English Learners as the population in need of the most support. While 65% of all students graduated A-G during the 2016-17 SY, only 17% of EL graduates were A-G. This is also evident in our Math and ELA SBAC scores from the 2016-2017 school year, where 0% of our EL students have met the standard since 2014-15. Due to this ODLHA plans to address the needs of the students by:

- Creating a specific PD Strategic plan on Targeting English Learners that begins with the deconstruction of the EL Common Core Standards, and EL passports.
- EL PD focus on intentional planning with ELs in mind to continue work around scaffolding and planning for interactions in the classroom.
- Implementation of Sheltered English 10 & English 11 into the matrix to help LTELs access the curriculum.
- Creation of an ELD Advisory class where students use Rosetta Stone to help with English fluency.
- Weekly meetings with EL Lead that include creating EL PDs, creating strategies for the classroom, deconstructing data points such as reclassification data, SRI data, EL Passports, and grade demographics.
- Creation of an after school EL support group to help students assimilate into school and use each other for support and resources.

- Creation of a CELDT mini-class before CELDT testing that focuses on showing students the criteria for reclassification, tips on taking the CELDT test, and what they scored the previous year.
- Collaboration with our district EL Lead regarding PD plan and next steps.
- Using I-Ready instructional software for intervention courses
- Thinking Maps Curriculum & Read 180 & Systems 44

In the domain of school culture, our greatest challenge is Student Absenteeism. This year 12.9% of all students are chronically absent, with 10.5% of those students being EL students and 17.1% being Special Education Students. In order to increase student attendance, we have been promoting grade level attendance incentives as well as increasing the amount of mental health services for students on campus. Furthermore, we have invested in developing an advisory program that teaches social and emotional well-being and also provides a structured time for teachers & students to build relationships.

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

For the 2016-17 school year only 18% of 11th graders “met standard” on the Math SBAC exam, with 0% of Special Education students and 0% of English Language Learners meeting the standard. Starting this year all students at ODLHA will take the iReady math diagnostic assessment three times throughout the year. Similar to the rationale for using the RI in ELA, the iReady assessment allows us to use a nationally normed assessment to measure the growth students are making in mathematics in four areas. Our goal as a school is to grow students 1.5 to 2.0 years of math ability each school year (25-35 scale score increase). Given that this assessment is new to the school we only have baseline data, which measures the entering level of mathematical ability. The data for incoming 9th graders indicates that more than half of students (62%) are entering two or more grade levels below. In fact, only about 30 out of 165 students are entering 9th grade ready for early Algebra 1.

Many efforts are underway at ODLHA, in particular, and across Green Dot in general, to ensure we close the opportunity and outcome gaps in mathematics for the students we serve. At the 9th Grade, all students are double blocked in mathematics. Students take Algebra 1 and either Math Support or Geometry. Our Math Support class uses the iReady curriculum which includes roughly 60 minutes a week on a computer adapted curriculum aimed at closing gaps in prerequisite skills. Math teachers at all grade levels have access to the iReady levels for their students. Teachers are being trained by our math department chairs and Green Dot Curriculum Specialists to use the data to frontload mini-lessons on prerequisites skills, to use precision partnering, and target students for after school office hours. To ensure student growth, the iReady assessment will be administered four times a year to every student in the 9th grade Math Support class and three times a year to all other students. The Math Department will analyze the data following each administration and make adjustments as necessary.

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.

Increased or Improved services

Given limited State-wide SBAC assessment data at grade levels other than the eleventh grade, ODLHA, along with all other Green Dot schools, has moved to assessing every student's reading level in every grade three times a year—beginning of semester one, at the end of semester one and end of the year—on the Reading Inventory (RI) which yields a nationally normed Lexile score. The Lexile scores yielded by the RI allow us to measure growth in reading levels for every student. The goal at ODLHA is an average of 150 point growth in Lexile for every student each year.

At the start of the 2016-17 school year, 49 out of the 165 entering 9th graders scored at grade level on their Lexile Reading Diagnostic (RI) assessment. The majority of 9th graders scored significantly below grade on their first RI and had a mean of a 914 as a class. On average, entering 9th graders are reading at a Lexile score equivalent to a mid-fifth grade level. The mean Lexile score for 10th grade is 976, 1055 for 11th grade and 1135 for 12th grade. Though the Lexile mean increased each grade, 12th graders still end the year reading below their grade level. Of those students who took the first RI score in August of this year, only 8 students across the school earned an advanced Lexile score. The majority of students are reading below basic at each grade level.

Although as a school the reclassification rates at De La Hoya have been steadily increasing (noted above), according to our SBAC data in ELA, our English Learner population is still in need of growth in common core English with our English Learner population falling in the categories of did not meeting standard and nearly met standard. This further emphasizes the need to integrate the EL Common Core standards into our everyday curriculum in all of core subjects, which we have already outlined. The SBAC Reading Claim is an area of focus for all students as well; 50.6% at standard and only 30.6% above standard.

Our focus in this area will be in intentional planning and integration of the 4 language domains, exposing our students to academically rigorous lessons that intentionally put literacy in front of our students and ensuring they are engaging in productive struggle. The data shows that our students performed better on listening and research & inquiry and need more support in reading and writing.

In math, the school is implementing the following practices: using i-ready on a regular basis in the math support and integrated math classes; students will be averaging 45-60 minutes of instructional software time each week & implementing Thinking Maps into the curriculum in order to have students make a cognitive shift to learn conceptual vs procedural math, as will be required of them on the SBAC. Furthermore, this year the 11th grade team created an SBAC tutoring in ELA and Math during advisory. In order for us to support our students, ODLH has allocated more resources towards incorporating technology in the classroom. We have been able to do this by purchasing more laptop carts for students to use.

Additionally, all Green Dot schools recently enrolled in LACOE's educational passport system database to help us better identify foster youth, streamline the enrollment process and provide appropriate supports to students. Once a foster youth student is enrolled, we provide academic and social emotional supports to meet their individual needs. All policies are in compliance with local, state and federal requirements.

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	\$8,482,032

DESCRIPTION**AMOUNT**

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$6,913,307

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. Additional revenue is generated from federal grants, competitive grants and private philanthropy.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$7,099,724

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Provide Basic Services:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

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

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

2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks.

100% of ELA and Math teachers had access to standards-aligned materials though online curricular resources on the internal platform.

Expected

Actual

<p>3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.</p>	<p>100% of courses offered have been approved through the Green Dot Course Catalog.</p>
<p>4. The school will offer at least one Physical Education course offering.</p>	<p>The school offered 1 Physical Education class.</p>
<p>5. The school will offer at least one visual and performing art (VAPA) elective.</p>	<p>The school offered 1 VAPA class.</p>
<p>6. The school received an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair.</p>	<p>The school received an average of 97% on the facilities survey.</p>

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 	<p>Human Resources</p> <ul style="list-style-type: none"> Green Dot Human Resources and Human Capital reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources and Human Capital work with employees on appropriate renewals for credentials and other requirements 	<p>\$65,303</p>	<p>\$49,887</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Green Dot recently implemented an improved system to automate employee lifecycle process (HRIS) 			

Action 2

<p>Academic - Curriculum Design:</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Green Dot Education Team and school staff (e.g., administrators, teachers) 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 	<p>Academic – Curriculum Design</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Green Dot Education Team and school staff (e.g., administrators, teachers) are engaged in curriculum development via surveys, professional development and working groups Textbooks and classroom materials are tracked using online system to ensure access for all students Interim assessments align to Common Core standards and are available for all core teachers 	<p>\$580,095</p>	<p>\$616,684</p>
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system to ensure access for all students

Action 3

<p>Academic – Interim Assessments:</p> <ul style="list-style-type: none">• Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year• 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	<p>Academic – Interim Assessments</p> <ul style="list-style-type: none">• Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year• Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP• Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments• Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year• Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and	<p>\$62,868</p>	<p>\$227,510</p>
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	<p>assess next steps to support instruction with interventions using the Green Dot Multi-Tiered System of Supports framework</p>		
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Action 4

<p>Academic – Master Scheduling & Staffing:</p> <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	<p>Master Scheduling & Staffing</p> <ul style="list-style-type: none"> Administrators utilized data to assess student course progress and placed students in appropriate classes for the upcoming year The master schedule reflected an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provided a venue for students to receive one-on-one academic consulting and additional support for core classes The school was appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	\$979,393	\$1,256,596
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Action 5

<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 	<p>Operations</p> <ul style="list-style-type: none"> Annual facility inspections by Green Dot Operations staff Regular facility inspections and audits by school staff and Facilities team 	\$897,938	\$1,235,104
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- School maintenance and repairs will be provided by Green Dot Operations staff and external vendors
- Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities

- School maintenance and repairs provided by Green Dot Operations staff and external providers
- Expenses such as rent, building maintenance and supplies were covered as the charter school must lease or purchase facilities

Analysis

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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.

There were no changes made to this goal, expected outcomes, metrics, or actions and services.

Goal 2

Proficiency for All:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

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

All Students	Greater than 66%
Low Income	Greater than 65%
Latino	Greater than 66%

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

All Students	56%
Low Income	57%
Latino	57%

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

All Students	Greater than 23%
Low Income	Greater than 23%
Latino	Greater than 23%

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

All Students	21%
Low Income	22%
Latino	22%

Expected

Actual

9. The school will meet or exceed API growth target.	N/A – APIs have not been calculated since the 2012-13 school year.
10. 26% +/-5% of English Learners will reclassify as Fully English Proficient on the CELDT.	28% of English Learners reclassified as Fully English Proficient on the CELDT.
11. More than 62% of EL students will score “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.	67% of English Learners showed improvement on the CELDT annual assessment.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum, Resources and Materials to Support Student Subgroups:</p> <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to Common Core standards 	<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have Tiered supports to meet their needs • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards 	\$138,366	\$563,856

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

	<ul style="list-style-type: none"> 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 Green Dot adopted the Carnegie Math program, grades 6-11, and the iReady math program to support students and teachers in the transition to common core standards Professional development emphasizes the need to provide tiered interventions to support student success 		
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Action 2

<p>Supports for EL students:</p> <ul style="list-style-type: none"> Appropriate ELD courses are offered based on student needs (sheltered or ELD) 	<p>Supports for EL students:</p> <ul style="list-style-type: none"> A Literacy dashboard was created to monitor CELDT scores, student performance in ELA classes and Lexile growth 	<p>\$7,504</p>	<p>\$10,425</p>
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<ul style="list-style-type: none"> • An EL resources page is online to support teachers • EL Leads on each campus comprise the Green Dot E 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, students' performance in ELA classes and Lexile growth 	<ul style="list-style-type: none"> • Appropriate Designated and Integrated ELD courses are offered based on student needs • Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD to best support those students • An online EL resources page was created to support teachers • Each school site has an Administrator Over ELs, who coordinates CELDT and ELPAC testing, co-facilitates ELD professional development, supports with EL and RFEP progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. • EL Leads on each campus support their school site with ELD professional development, EL and RFEP progress monitoring and DELAC/parent engagement. 		
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Action 3

<p>Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students that have Individualized Education Plan will receive 	<p>Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students with Individualized Education Plans receive 	<p>\$868,906</p>	<p>\$572,720</p>
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educational services in the Least Restrictive environment per the designation of this plan	educational services in the Least Restrictive environment per the designation of this plan		
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Action 4

<p>Supports for High Achieving Students:</p> <ul style="list-style-type: none"> • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses 	<p>Supports for High Achieving Students:</p> <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	\$84,585	\$108,738
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Action 5

<p>Credit Recovery:</p> <ul style="list-style-type: none"> • Credit recovery and/or summer school is offered to support students in need of recouping credit • Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience 	<p>Credit Recovery:</p> <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma 	See Expenditure in Prepare for college, leadership and life -- Salaries	\$137,674
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	<ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit 		
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Action 6

<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development 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 	<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing 	<p>\$1,113,712</p>	<p>\$737,130</p>
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<p>ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports 	<p>instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP Professional development emphasizes the need to provide tiered interventions to support student success 		
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Action 7

<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"> 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 	<p>See Expenditure in Academic Interim Assessment</p>	<p>\$4,620</p>
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	<p>and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments</p> <ul style="list-style-type: none"> • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction • Student assessment results are analyzed to determine which interventions to implement using the Multi-Tiered System of Supports framework 		
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Action 8

<p>Test Preparation:</p> <ul style="list-style-type: none"> • School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • Green Dot interim assessments are aligned to both Common Core 	<p>Test Preparation:</p> <ul style="list-style-type: none"> • School incorporates test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessments • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, 	<p>\$10,081</p>	<p>\$19,391</p>
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content standards and Literacy standards to expose students to structure and format of the CA MAPP

Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs

Analysis

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

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

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

Overall, the school was effective in implementing the services to meet its LCAP goals. School will analyze student achievement data to prioritize next steps for professional development for teachers and instructional shifts. A focus on literacy across the curriculum and benchmarking progress with interim lexile assessments will inform classroom practice. Core classes will focus on a shift to conceptual math. A focus on closing skills gaps and benchmarking progress with interim assessments to analyze quantile growth will inform classroom practice in support courses.

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 modify the expected annual measureable outcomes related to SBAC performance from "Increase the percent of students scoring Met or Exceed Standard on the SBAC ELA and Math assessments," to "Increase the percent of students scoring Met or Exceed Standard on the SBAC ELA and Math assessment or outperform the statewide average." Additionally, the school will modify the goals related to English Learner performance to reference the English Language Proficiency Assessments for California ("ELPAC") instead of the California English Language Development Test ("CELDT") moving forward.

Goal 3

Prepared for college, leadership and life

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measureable Outcomes

Expected

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

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

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

All Students	Greater than 117%
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Actual

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

All Students	67%
Low Income	67%
Latino	67%

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

All Students	78%
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Expected

Low Income	Greater than 120%
Latino	Greater than 117%

Actual

Low Income	78%
Latino	78%

14. Increase EAP passage rates in ELA.

All Students	Greater than 24.1%
Low Income	Greater than 24.4%
Latino	Greater than 24.1%

Increase EAP passage rates in ELA.

All Students	26.2%
Low Income	26.6%
Latino	26.5%

15. Increase EAP passage rates in Math.

All Students	Greater than 3.5%
Low Income	Greater than 3.5%
Latino	Greater than 3.5%

Increase EAP passage rates in Math.

All Students	3.4%
Low Income	3.5%
Latino	3.4%

16. Maintain low cohort dropout rates.

All Students	Lower than 8%
Low Income	Lower than 8%
Latino	Lower than 8%

Maintain low cohort dropout rates.

All Students	6%
Low Income	7%
Latino	7%

17. Increase graduation rates.

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

Increase graduation rates.

All Students	93.6%
Low Income	93.5%
Latino	94%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • Provided recommended application process to all schools to ensure that all students have access to AP courses • Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress 	<p>\$351,097</p>	<p>\$358,412</p>

Action 2

<p>Professional Development</p> <ul style="list-style-type: none"> • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	<p>Professional Development:</p> <ul style="list-style-type: none"> • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	<p>See Expenditure in Professional Development</p>	<p>\$91,426</p>
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Action 3

<p>Counseling:</p>	<p>Counseling:</p>	<p>\$110,146</p>	<p>\$98,149</p>
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<ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	<ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy • Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services 		
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Action 4

<p>Test Preparation:</p> <ul style="list-style-type: none"> • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP • All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure 	<p>Test Preparation:</p> <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board • Summer retreats and mock exams are provided as additional 	<p>\$26,500</p>	<p>\$119,790</p>
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students are adequately prepared for the exam in the spring	scaffolds to prepare students for the AP exams		
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Action 5

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 	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 	\$8,227	\$8,802
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Analysis

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

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

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

Overall, the school was effective in implementing the services to meet its LCAP goals. School will analyze AP participation and passage rate to identify next steps. Next steps may include increased training for teachers, collaboration with other AP teachers and increased recruitment of students for AP courses. School will analyze student achievement data to prioritize next steps for professional development for teachers and instructional shifts. Core classes will focus on a shift to conceptual math. A focus on closing skills gaps and benchmarking progress with interim assessments to analyze quantile growth will inform classroom practice in support courses.

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.

There were no changes made to this goal, expected outcomes, metrics, or actions and services.

Goal 4

Focus on school culture:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected

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

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

19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.

All Students	Lower than 10.1%
Low Income	Lower than 10.4%

Actual

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

All Students	95.3%
Low Income	95.5%
Latino	97.8%
African American	95.3%
English Learners	96.3%
Special Education	95.6%

School will decrease student chronic absenteeism rate.

All Students	12.9%
Low Income	12.8%

Expected

Latino	Lower than 10.1%
English Learners	Lower than 15.9%
Special Education	Lower than 10.2%

Actual

Latino	12.9%
English Learners	10.5%
Special Education	14.3%

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

All Students	Lower than 5%
Low Income	Lower than 5%
Latino	Lower than 5%
English Learners	Lower than 5%
Special Education	Lower than 5%

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

All Students	5.6%
Low Income	5.5%
Latino	5.8%
English Learners	2.6%
Special Education	0.0%

21. School will maintain a low annual expulsion rate.

All Students	Lower than 0.5%
Latino	Lower than 0.5%

School will maintain a low annual expulsion rate.

All Students	0.3%
Latino	0.3%

Actions / Services

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Attendance:

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

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

\$17,849

\$11,822

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>absences and provide interventions as needed</p> <ul style="list-style-type: none"> Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	<p>often include an update on student attendance rates for the year</p> <ul style="list-style-type: none"> 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 		

Action 2

<p>School Culture Team:</p> <ul style="list-style-type: none"> 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 	<p>School Culture Team:</p> <ul style="list-style-type: none"> School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students The School Culture Team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus 	<p>\$73,108</p>	<p>\$68,328</p>
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<ul style="list-style-type: none"> Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses 	<ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion Green Dot provides universal, as well as Tier 2 and 3, interventions to support student behavior Green Dot provides professional development to schools to implement positive behavior intervention and supports as a Tier 1 support 		
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Action 3

<p>Response to Intervention/Multi-Tier Systems of Support:</p> <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions 	<p>Response to Intervention and Multi-Tier System of Support:</p> <ul style="list-style-type: none"> Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses 	<p>\$56,204</p>	<p>\$63,861</p>
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	<ul style="list-style-type: none"> • Students receive tiered interventions with the goal of supporting student success • School leaders and teachers receive professional development to develop and implement Multi-Tier System of Support at the school 		
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Action 4

<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion 	<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion • The school implements a positive behavior intervention and support as a universal support for students to reach behavior goals 	<p>\$174,076</p>	<p>\$149,122</p>
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Analysis

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

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

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

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.

School will continue to work with its School Culture Team to provide interventions to its most wanting students. The School Culture Team will focus on Response to Intervention/Multi-Tier System of Services (RTI/MTSS) to ensure that the school has interventions that support students at all tiers. The school will also continue to build out its alternatives to suspension.

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.

There were no changes made to this goal, expected outcomes, metrics, or actions and services.

Goal 5

Parent, Student and Community Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
22. At least 2 parents will serve on the SAC.	At least two parents served on the School Advisory Council (“SAC”).
23. At least 2 parent activities or events will be held per semester.	The school held at least two parent activities or events per semester.
24. School will receive at least an 80% score on the survey question: “Would you recommend this school to a friend?”	88% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement and Participation: <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) 	Parent Engagement and Participation: <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two parents are elected to the serve 	\$14,631	\$53,911

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process 	<p>on the School Advisory Council (SAC)</p> <ul style="list-style-type: none"> • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal) • School offered Parent Academy/trainings for interested families 		

Action 2

<p>Communications:</p> <ul style="list-style-type: none"> • School 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 	<p>Communications:</p> <ul style="list-style-type: none"> • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education 	<p>\$10,121</p>	<p>\$15,600</p>
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- 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



Action 3

<p>Community Partnerships:</p> <ul style="list-style-type: none"> • School looks to engage the community through partnerships that can provide services to families both on and off campus 	<p>Community Partnerships:</p> <ul style="list-style-type: none"> • School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services 	<p>\$96,026</p>	<p>\$165,132</p>
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Analysis

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

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

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

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.

There were no changes made to this goal, expected outcomes, metrics, or actions and services.

Stakeholder Engagement

LCAP Year: 2018-19

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 2017-18 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts began in the fall of 2017 when the School Principal and Operations and Finance Manager reviewed the 2017-18 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 2018-19 Annual Update in May of 2018. 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 2018-19 Three-Year LCAP, taking into account the progress identified on the Annual Updates, revisions to actions/services, and updates to future expenditures. The 2018-19 LCAP was presented to the School Advisory Council during the May 2018 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 2018-19 LCAP.

The Green Dot Home Office reviewed the 2018-19 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 April 10, 2018, which includes the President of the Asociación de Maestros Unidos.

The School LCAP was presented to the Green Dot Governing Board on June 29, 2018 for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education on June 29, 2018.

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

Impact on LCAP and Annual Update

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

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

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

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

- Updated anticipated measurable outcomes to better align with available data
- Supplemented Section 2 with new activities, services and expenditures to support the School in meeting all LCAP goals and targets

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 1

Provide Basic Services:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities:

Identified Need:

To provide and maintain Basic Services for students and schools.

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
1. 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
2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks.	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks
3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog.	<ul style="list-style-type: none"> - 100% of high school courses were reviewed and approved in the Green Dot Course Catalog - Master schedules reflect that students are enrolled in and have access to a broad range of courses 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
<p>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>that are appropriate for student needs</p>	<p>courses that are appropriate for student needs</p>	<p>courses that are appropriate for student needs</p>	<p>that are appropriate for student needs</p>
<p>4. The school will offer at least one Physical Education Course.</p>	<p>The school offers at least one elective course</p>	<p>School will offer at least one elective course</p>	<p>School will offer at least one elective course</p>	<p>School will offer at least one elective course</p>
<p>5. The school will offer at least one visual and performing art (VAPA) elective.</p>	<p>School offered at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>	<p>School will offer at least one visual and performing art (VAPA) elective</p>
<p>6. The school will receive an average score of 90% or higher on the facilities survey, indicating</p>	<p>99% on facilities survey</p>	<p>Greater than 90%</p>	<p>Greater than 90%</p>	<p>Greater 90%</p>

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
that the school is in good or exemplar repair.				

Planned Actions / Services

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Human Resources:

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

2018-19 Actions/Services

Human Resources:

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

2019-20 Actions/Services

Human Resources:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,303	\$51,134	\$52,412
Source	LCFF	LCFF	LCFF
Budget Reference	Shared Service Allocation/ Unrestricted	Centralized service costs	Centralized service costs

Action 2

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Academic - Curriculum Design:

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

2018-19 Actions/Services

Academic - Curriculum Design:

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

2019-20 Actions/Services

Academic - Curriculum Design:

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$580,095	\$632,101	\$647,904
Source	LCFF	LCFF	LCFF
Budget Reference	Books, Educational Materials & Supplies	Books, Materials, Centralized education services and Personnel Expenses	Books, Materials, Centralized education services and Personnel Expenses

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Academic – Interim Assessments:

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

2018-19 Actions/Services

Academic – Interim Assessments:

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

2019-20 Actions/Services

Academic – Interim Assessments:

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,868	\$233,197	\$239,027
Source	Title I LCFF	LCFF	LCFF
Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Academic – 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 A-G curriculum and provides appropriate interventions for ELA and Math
- Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes
- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

2018-19 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math
- Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes
- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

2019-20 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math
- Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes
- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$979,393	\$1,288,011	\$1,320,211
Source	Title I LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries - Teachers & Administrators	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 5

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Operations:

- Annual facility inspections will be conducted by Green Dot Operations staff

2018-19 Actions/Services

Operations:

- Annual facility inspections will be conducted by Green Dot Operations staff

2019-20 Actions/Services

Operations:

- Annual facility inspections will be conducted by Green Dot Operations staff

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$897,938	\$1,265,982	\$1,297,631
Source	LCFF	LCFF	LCFF
Budget Reference	Custodial & Facilities Maintenance	Centralized operations services	Centralized operations services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Proficiency for All:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

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

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2018-19	2019-20																								
7. Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually or outperform the state average.	<table border="1"> <tr> <td>All Students</td> <td>66%</td> </tr> <tr> <td>Low Income</td> <td>65%</td> </tr> <tr> <td>Latino</td> <td>66%</td> </tr> </table>	All Students	66%	Low Income	65%	Latino	66%	<table border="1"> <tr> <td>All Students</td> <td>67%</td> </tr> <tr> <td>Low Income</td> <td>66%</td> </tr> <tr> <td>Latino</td> <td>67%</td> </tr> </table>	All Students	67%	Low Income	66%	Latino	67%	<table border="1"> <tr> <td>All Students</td> <td>57% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>58% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>58% or greater than state average</td> </tr> </table>	All Students	57% or greater than state average	Low Income	58% or greater than state average	Latino	58% or greater than state average	<table border="1"> <tr> <td>All Students</td> <td>58% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>59% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>59% or greater than state average</td> </tr> </table>	All Students	58% or greater than state average	Low Income	59% or greater than state average	Latino	59% or greater than state average
All Students	66%																											
Low Income	65%																											
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Low Income	58% or greater than state average																											
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All Students	58% or greater than state average																											
Low Income	59% or greater than state average																											
Latino	59% or greater than state average																											
8. Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually or outperform the state average.	<table border="1"> <tr> <td>All Students</td> <td>23%</td> </tr> <tr> <td>Low Income</td> <td>23%</td> </tr> <tr> <td>Latino</td> <td>23%</td> </tr> </table>	All Students	23%	Low Income	23%	Latino	23%	<table border="1"> <tr> <td>All Students</td> <td>24%</td> </tr> <tr> <td>Low Income</td> <td>24%</td> </tr> <tr> <td>Latino</td> <td>24%</td> </tr> </table>	All Students	24%	Low Income	24%	Latino	24%	<table border="1"> <tr> <td>All Students</td> <td>22% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>23% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>23% or greater than state average</td> </tr> </table>	All Students	22% or greater than state average	Low Income	23% or greater than state average	Latino	23% or greater than state average	<table border="1"> <tr> <td>All Students</td> <td>23% or greater than state average</td> </tr> <tr> <td>Low Income</td> <td>24% or greater than state average</td> </tr> <tr> <td>Latino</td> <td>24% or greater than state average</td> </tr> </table>	All Students	23% or greater than state average	Low Income	24% or greater than state average	Latino	24% or greater than state average
All Students	23%																											
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All Students	22% or greater than state average																											
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All Students	23% or greater than state average																											
Low Income	24% or greater than state average																											
Latino	24% or greater than state average																											
9. School will meet the annual API Growth Target or equivalent.	API has not been calculated since the 2012-13 school year.	Meet or Exceed Growth Target	Meet or Exceed Growth Target	Meet or Exceed Growth Target																								
10. Increase percent of EL	52%	52% +/-5% or greater	Baseline +/-5% or greater	Prior year +/-5% or greater																								

Metrics/Indicators	Baseline	2018-19	2018-19	2019-20
students who reclassify as Fully English Proficient.				
11. Increase percent of EL students scoring "Level 3" and "Level 4" on the English Language Proficiency Assessments for California ("ELPAC") annual assessment	62%	62% +/-5% or greater	Baseline +/-5% or greater	Prior year +/- 5% or greater

Planned Actions / Services

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 6th – 8th grade levels to ensure students below grade level have tiered supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards
- Professional development emphasizes the need to provide tiered interventions to support student success

2018-19 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 6th – 8th grade levels to ensure students below grade level have tiered supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards
- Professional development emphasizes the need to provide tiered interventions to support student success

2019-20 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 6th – 8th grade levels to ensure students below grade level have tiered supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards
- Professional development emphasizes the need to provide tiered interventions to support student success

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$138,366	\$577,952	\$592,401
Source	Title I	Title I, III, LCFF	Title I, III, LCFF
Budget Reference	Books, Educational Materials & Supplies	Books and Personnel expenses	Books and Personnel expenses

Action 2

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

Students to be Served:

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

English Learners

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

English Learners

Location(s):

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

English Learners

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Supports for EL Students:

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

2018-19 Actions/Services

Supports for EL Students:

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

2019-20 Actions/Services

Supports for EL Students:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,504	\$10,686	\$10,953
Source	Title III	Title I, III, LCFF	Title I, III, LCFF
Budget Reference	EL Lead Stipend, Textbooks, and Sub Services for Training	Personnel expenses	Personnel expenses

Action 3

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

Students with Disabilities

Scope of Services:

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

Students with Disabilities

Location(s):

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

Students with Disabilities

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Students with Disabilities:

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

2018-19 Actions/Services

Students with Disabilities:

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

2019-20 Actions/Services

Students with Disabilities:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$868,906	\$587,038	\$601,714
Source	IDEA Title I	LCFF, SPED	LCFF, SPED
Budget Reference	Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Centralized operations services	Centralized operations services

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

High Achieving Students:

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

2018-19 Actions/Services

High Achieving Students:

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

2019-20 Actions/Services

High Achieving Students:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,585	\$111,457	\$114,243
Source	LCFF	LCFF	LCFF
Budget Reference	AP Testing, Elective Classes	Centralized education services and testing expenses	Centralized education services and testing expenses

Action 5

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Credit Recovery:

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

2019-20 Actions/Services

Credit Recovery:

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

Credit Recovery:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Prepare for college, leadership and life -- Salaries	\$141,116	\$144,644
Source	Title I	LCFF	LCFF
Budget Reference	Credit Recovery, Opportunities for Learning, APEX	Conferences, Centralized education services and personnel expenses	Conferences, Centralized education services and personnel expenses

Action 6

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Professional Development:

- Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed
- Professional development will be provided to all teachers on the Common Core literacy standards
- 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

2019-20 Actions/Services

Professional Development:

- Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed
- Professional development will be provided to all teachers on the Common Core literacy standards
- 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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,113,712	\$755,558	\$774,447
Source	Title I Title II LCFF	LCFF	LCFF
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Centralized education services	Centralized education services

Action 7

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2018-19 Actions/Services

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the 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
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

2019-20 Actions/Services

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the 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
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

2020-21 Actions/Services

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the 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
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Academic Interim Assessment	\$4,736	\$4,854
Source	Title I	LCFF	LCFF
Budget Reference	Interim Assessments	Centralized education services	Centralized education services

Action 8

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Test Preparation:

- School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March
- Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP

2018-19 Actions/Services

Test Preparation:

- School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March
- Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs
- 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

2019-20 Actions/Services

Test Preparation:

- School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March
- Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,081	\$19,876	\$20,372
Source	Title I	LCFF	LCFF
Budget Reference	Test Preparation Materials and Supplies, IT Equipment	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 3

Prepared for college, leadership and life:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20				
12. Increase the percent of students that successfully complete A-G course requirements.	All Students	62%	All Students	Greater than 70%	All Students	Greater than 70%		
	Low Income	63%	Low Income	Greater than 70%	Low Income	Greater than 70%		
	Latino	62%	Latino	Greater than 70%	Latino	Greater than 70%		
				African American	Greater than 70%	African American	Greater than 70%	
				English Learners	Greater than 70%	English Learners	Greater than 70%	
				Students with Disabilities	Greater than 70%	Students with Disabilities	Greater than 70%	
13. Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.	All Students	117%	All Students	118%	All Students	79%	All Students	80%
	Low Income	120%	Low Income	121%	Low Income	79%	Low Income	80%
	Latino	117%	Latino	118%	Latino	79%	Latino	80%
14. Increase EAP passage rates in ELA.	All Students	24.1%	All Students	25.1%	All Students	27.2%	All Students	28.2%
	Low Income	24.4%	Low Income	25.4%	Low Income	27.6%	Low Income	28.6%
	Latino	24.1%	Latino	25.1%	Latino	27.5	Latino	28.5

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

15. Increase EAP passage rates in Math.	All Students	3.5%	All Students	4.5%	All Students	4.4%	All Students	5.4%
	Low Income	3.5%	Low Income	4.5%	Low Income	4.5%	Low Income	5.5%
	Latino	3.5%	Latino	4.5%	Latino	4.4%	Latino	5.4%
16. Maintain low cohort dropout rates.	All Students	7%	All Students	Less than 8%	All Students	Lower than 8%	All Students	Lower than 8%
	Low Income	7%	Low Income	Less than 8%	Low Income	Lower than 8%	Low Income	Lower than 8%
	Latino	7%	Latino	Less than 8%	Latino	Lower than 8%	Latino	Lower than 8%
	English Learners	19%	English Learners	Less than prior year				
17. Increase graduation rates.	All Students	92.4%	All Students	Greater than 85%	All Students	Greater than 85%	All Students	Greater than 85%
	Low Income	92.4%	Low Income	Greater than 85%	Low Income	Greater than 85%	Low Income	Greater than 85%
	Latino	92.4%	Latino	Greater than 85%	Latino	Greater than 85%	Latino	Greater than 85%
	English Learners	80.7%	English Learners	Greater than 85%	English Learners	Greater than 85%	English Learners	Greater than 85%
					Students with Disabilities	Greater than 85%	Students with Disabilities	Greater than 85%

Planned Actions / Services

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Curriculum:

- Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma

2018-19 Actions/Services

Curriculum:

- Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma

2019-20 Actions/Services

Curriculum:

- Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma

2017-18 Actions/Services

- A recommended application process is provided to all schools to ensure that all students have access to AP courses
- All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress

2018-19 Actions/Services

- A recommended application process is provided to all schools to ensure that all students have access to AP courses
- All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress

2019-20 Actions/Services

- A recommended application process is provided to all schools to ensure that all students have access to AP courses
- All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$351,097	\$367,372	\$376,556
Source	Title I LCFF	LCFF, Title I	LCFF, Title I
Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Personnel expenses	Personnel expenses

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Professional Development:

- AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board

2018-19 Actions/Services

Professional Development:

- AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board

2019-20 Actions/Services

Professional Development:

- AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Professional Development	\$93,711	\$96,054
Source	Title II	LCFF, Title I	LCFF, Title I
Budget Reference	Professional Development	Personnel expenses	Personnel expenses

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and college counseling
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed

2018-19 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and college counseling
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed

2019-20 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and college counseling
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,146	\$ 100,603	\$103,118
Source	Title I LCFF	LCFF	LCFF
Budget Reference	Salaries - Counselors	Personnel expenses	Personnel expenses

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Test Preparation:

- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
- All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP
- All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

2018-19 Actions/Services

Test Preparation:

- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
- All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP
- All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

2019-20 Actions/Services

Test Preparation:

- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams
- All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP
- All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,500	\$122,785	\$125,854

Year	2017-18	2018-19	2019-20
Source	Title I	LCFF	LCFF
Budget Reference	Testing Supplies	Testing and personnel expenses	Testing and personnel expenses

Action 5

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Parent Involvement:

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

2018-19 Actions/Services

Parent Involvement:

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

2019-20 Actions/Services

Parent Involvement:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,227	\$9,022	\$9,247
Source	Title I	LCFF	LCFF
Budget Reference	Salaries - Office Staff	Personnel expenses	Personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 4

Focus on school culture:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
18. School will maintain a high Average Daily Attendance (“ADA”) rate.	All Students	95.9%	Greater than 90%	Greater than 90%
	Low Income	95.8%	Greater than 90%	Greater than 90%
	Latino	95.9%	Greater than 90%	Greater than 90%
	English Learners	95.2%	Greater than 90%	Greater than 90%
	Students with Disabilities	96.1%	Greater than 90%	Greater than 90%
19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.	All Students	10.1%	Less than 10.1%	Less than 12.9%
	Low Income	10.4%	Less than 10.4%	Less than 12.8%
	Latino	10.1%	Less than 10.1%	Less than 12.9%
	English Learners	15.9%	Less than 15.9%	Less than 10.5%
	Students with Disabilities	10.2%	Less than 10.2%	Less than 14.3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																						
20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the 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</td> <td>Less than 5.6%</td> </tr> <tr> <td>Low Income</td> <td>Less than 5.5%</td> </tr> <tr> <td>African American</td> <td>Less than 5.8%</td> </tr> <tr> <td>English Learners</td> <td>Less than 5%</td> </tr> <tr> <td>Students with Disabilities</td> <td>Less than 5%</td> </tr> </table>	All Students	Less than 5.6%	Low Income	Less than 5.5%	African American	Less than 5.8%	English Learners	Less than 5%	Students with Disabilities	Less than 5%	<table border="1"> <tr> <td>All Students</td> <td>Less than 5.6%</td> </tr> <tr> <td>Low Income</td> <td>Less than 5.5%</td> </tr> <tr> <td>African American</td> <td>Less than 5.8%</td> </tr> <tr> <td>English Learners</td> <td>Less than 5%</td> </tr> <tr> <td>Students with Disabilities</td> <td>Less than 5%</td> </tr> </table>	All Students	Less than 5.6%	Low Income	Less than 5.5%	African American	Less than 5.8%	English Learners	Less than 5%	Students with Disabilities	Less than 5%
All students and statistically significant student groups	Less than 5% or less than current year																									
All Students	Less than 5.6%																									
Low Income	Less than 5.5%																									
African American	Less than 5.8%																									
English Learners	Less than 5%																									
Students with Disabilities	Less than 5%																									
All Students	Less than 5.6%																									
Low Income	Less than 5.5%																									
African American	Less than 5.8%																									
English Learners	Less than 5%																									
Students with Disabilities	Less than 5%																									
21. School will maintain a low annual expulsion rate.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education.	<table border="1"> <tr> <td>All students and statistically significant student groups</td> <td>Less than 0.5%</td> </tr> </table>	All students and statistically significant student groups	Less than 0.5%	<table border="1"> <tr> <td>All Students</td> <td>Less than 0.5%</td> </tr> <tr> <td>African American</td> <td>Less than 0.5%</td> </tr> </table>	All Students	Less than 0.5%	African American	Less than 0.5%	<table border="1"> <tr> <td>All Students</td> <td>Less than 0.5%</td> </tr> <tr> <td>African American</td> <td>Less than 0.5%</td> </tr> </table>	All Students	Less than 0.5%	African American	Less than 0.5%												
All students and statistically significant student groups	Less than 0.5%																									
All Students	Less than 0.5%																									
African American	Less than 0.5%																									
All Students	Less than 0.5%																									
African American	Less than 0.5%																									

Planned Actions / Services

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Attendance:

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

2018-19 Actions/Services

Attendance:

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

2019-20 Actions/Services

Attendance:

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

2017-18 Actions/Services

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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,849	\$12,117	\$12,420
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Staff Salaries	Software, personnel expenses	Software, personnel expenses

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

School Culture Team:

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

2018-19 Actions/Services

School Culture Team:

- School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students
- 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

2019-20 Actions/Services

School Culture Team:

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

2017-18 Actions/Services

- health services to reduce the suspension rate on all campuses
- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support

2018-19 Actions/Services

- health services to reduce the suspension rate on all campuses
- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support

2019-20 Actions/Services

- health services to reduce the suspension rate on all campuses
- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,108	\$70,036	\$71,787
Source	Title II	LCFF	LCFF
Budget Reference	Professional Services, Shared Service Fee	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Response to Intervention and Multi-Tier Systems of Support:

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

2018-19 Actions/Services

Response to Intervention and Multi-Tier Systems of Support:

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

2019-20 Actions/Services

Response to Intervention and Multi-Tier Systems of Support:

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

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$56,204

\$65,458

\$67,094

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	Salaries - Mental Health Staff	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Discipline Policy and Matrix:

2018-19 Actions/Services

Discipline Policy and Matrix:

2019-20 Actions/Services

Discipline Policy and Matrix:

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$174,076	\$152,850	\$156,671
Source	LCFF	LCFF	LCFF
Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Parent, Student and Community Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
22. At least two parents will serve on the School Advisory Council ("SAC").	Met target	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC
23. At least two parent activities or events will be held per semester.	Met Target	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester
24. Students, families and the school community will feel a sense of connectedness.	98% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School has a Parent Coordinator whose responsibilities includes planning activities and managing

2018-19 Actions/Services

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School has a Parent Coordinator whose responsibilities includes planning activities and managing

2019-20 Actions/Services

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School has a Parent Coordinator whose responsibilities includes planning activities and managing

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,631	\$55,259	\$56,640
Source	Title I	Title I	Title I
Budget Reference	Classified Staff Salaries	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Communications:

- School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system
- School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community
- School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction
- School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator
- Monthly parent workshops are provided on each campus and often

2018-19 Actions/Services

Communications:

- School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system
- School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community
- School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction
- School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator
- Monthly parent workshops are provided on each campus and often

2019-20 Actions/Services

Communications:

- School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system
- School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community
- School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction
- School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator
- Monthly parent workshops are provided on each campus and often

2017-18 Actions/Services

include an update on student attendance rates for the year

2018-19 Actions/Services

include an update on student attendance rates for the year

2019-20 Actions/Services

include an update on student attendance rates for the year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,121	\$15,990	\$16,390
Source	Title I LCFF	LCFF, Title I	LCFF, Title I
Budget Reference	Communications	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Community Partnerships:

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

2018-19 Actions/Services

Community Partnerships:

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

2019-20 Actions/Services

Community Partnerships:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,026	\$169,260	\$173,492
Source	Title I LCFF	Title I	Title I
Budget Reference	Classified Staff Salaries	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,766,357

33.12%

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 549% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

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

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

- 1. Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of The College-Ready Promise (T4CRP) TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.

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

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

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

- Special education programs that cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

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

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

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

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the culture of the school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to

the culture and expectations of the school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.

- **Literacy Intervention/Enrichment (Read 180):** Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class.
- **Math Foundations:** Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **Designated and Integrated English Language Development (“ELD”):** Designated ELD classes are provided for all English Learner students and Integrated ELD is provided in all other content classes throughout the school day for English Learners. Designated ELD focuses on listening, speaking, reading and writing skills in English with the CA ELD Standards and Features of Designated ELD driving instruction. Integrated ELD focuses on academic content and English language skills in tandem so that English learners practice English language skills with academic content in all classes.
- **Special Needs/Academic Success:** Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- **Homework Club:** Students who are struggling with a particular class or want more support in subject can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns.
- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.
- **Afterschool Program:** Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.

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

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

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

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

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

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

The Clinical Services team uses a referral process for students to receive services. 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.
- All EL students are served in both Designated and Integrated ELD designed to meet their needs. Instruction is based on the CA ELD Standards and the Features of Designated and Integrated ELD. These programs are built into the school's master schedule and take place within the school

day. The school will work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.

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

