

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2017-20 Plan Summary

THE STORY

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

Ánimo Ralph Bunche Charter High School (ARB) is public charter high school South Los Angeles. ARB is part of the Green Dot Public Schools California network of public charter schools and is open to all students.

ARB opened in 2006 with 150 9th-graders. The first class graduated in spring 2010. Since then, ARB has graduated seven classes with over 100 students earning their diploma each year.

We currently serve 610 students, 99% of which are Latinos and 1% African American students. 13% of our school population is identified as students with special needs and 98% of our students are categorized as eligible for free or reduced lunch. This year, 17% of our population is classified as English Learners. From intervention to enrichment courses, the school's Advisory program as well as counseling and mental health supports, the school's programs support the progress of students so they can be prepared for college, leadership and life.

LCAP HIGHLIGHTS

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

ARB performed well on the LCAP. In particular, the school showed significant improvement on the English Language Arts and Math SBAC proficiency goals. All statistically significant student groups, which include socioeconomically disadvantaged students and Latino students, grew by approximately 12 percentage points in ELA and 6 percentage points in Math. While the school struggles with chronic absenteeism among English Learners and students with disabilities, the overall average daily attendance rates are high across all subgroups. Furthermore, 98% of stakeholders responded that they would recommend the school to a friend on a schoolwide survey.

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.

As mentioned above, the school's greatest success is in its overall improvement across all students, including subgroups. The school experienced increased proficiency rates in English Language Arts and Math, improved A-G completion rates, graduation rates and progress among English Learners. To continue the upward trajectory, ARB will focus on continued professional development for all teachers to ensure there is focused professional development for teachers in all subject areas. To ensure new teachers are successful, the school will provide specialized professional development for teachers and pair them with experienced teachers.

ARB hired a new counselor for the coming school year, so it will be important that the new counselor implements systems that have been in place to monitor and support the progress of students toward graduation. Counselors participate in counselor professional development that equip them to hold individual meetings with all students. To monitor progress, our School Advisory Council reviews school data regarding credit deficiencies and grade data at least once a quarter, and provides suggestions for increasing our success rates. Our Grade Level Team focuses on grade data at least once a month in professional development and provides time for teachers to plan for interventions for students who are on the cusp of improving their D or F performance in at least one class, therefore making them A-G eligible.

Lastly, ARB was also successful in creating a positive school environment for students, as evidenced by positive results on the schoolwide survey. ARB is committed to engaging families and creating opportunities for families to feel invested in the school. The school does this through parent workshops, Coffee with the Principal, and open houses.

GREATEST PROGRESS

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

GREATEST NEEDS

The CA Dashboard called out a concern with suspension rates. ARB is focused on reducing suspension rates for all students. The school is proud to share that it has reduced suspension rates in the 2016-17 school year and it committed to positive behavior interventions, alternative suspensions and restorative justice practices. This work has been done in partnership with the California Conference for Equality and Justice.

While other metrics indicate progress among English Learners, the Dashboard identifies English Learner Progress as an area that needs improvement. ARB serves a significant English Learner student population. To ensure the needs of English Learners are being met, the school will work with its EL Lead to coordinate services for students and provide professional development to teachers to ensure they are equipped to meet the needs of all students.

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

The Dashboard did not identify performance gaps between all students and particular student groups. The school is committed to implementing the educational program detailed in its charter petition, which is designed to meet the needs of all students.

INCREASED OR IMPROVED SERVICES

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

To increase or improve services for low-income students, English Learners and foster youth, the school will provide professional development to teachers, counselors and office staff to ensure they are meeting the instructional and behavioral needs of the students. Administrators will receive training from the Green Dot Home Office to ensure they have the tools and support necessary to implement said trainings. Additionally, the school will focus on implementing positive behavior supports, alternatives to suspensions and restorative justice practices to reduce discipline incidents on campus and maintain a positive school culture.

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

\$8,044,136

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

\$6,803,896

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.

\$3,924,671

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	<p>Provide Basic Services:</p> <ol style="list-style-type: none">1. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching2. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition3. Students will have access to the educational program as outlined in the school's charter petition4. Students will participate in at least one year of Physical Education throughout their high school career5. Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career6. School facilities are maintained in good repair
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

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

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

4. The school offered 1 Physical Education class.
5. The school offered 2 VAPA classes.
6. The school received an average of 88% on the facilities survey.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
Human Resources

- Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements
- Green Dot implemented improved systems / tools to automate employee lifecycle process (HRIS)

ACTUAL
Human Resources

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

Expenditures

BUDGETED
\$ 10,000

ESTIMATED ACTUAL
\$ 76,863

Action

2

Actions/Services

PLANNED

Academic – Curriculum Design

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

ACTUAL

Academic – Curriculum Design

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

Expenditures

BUDGETED

\$ 28,000

ESTIMATED ACTUAL

\$ 612,561

Action

3

Actions/Services

PLANNED

Academic – Interim Assessments

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

ACTUAL

Academic – Interim Assessments

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

	<p>standards and are available for all core teachers</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 	<p>both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP</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 • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction
Expenditures	<p>BUDGETED</p> <p>\$ 24,264</p>	<p>ESTIMATED ACTUAL</p> <p>\$ 55,874</p>

Action

4

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

	implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	<ul style="list-style-type: none"> The school was appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)
Expenditures	BUDGETED \$154,948	ESTIMATED ACTUAL \$ 958,900

Action

5

	<p>PLANNED</p> <p>Operations</p> <ul style="list-style-type: none"> Annual facility inspections will be conducted by Green Dot Operations staff Regular facility inspections and audits will be conducted by school staff and Facilities team School maintenance and repairs will be provided by Green Dot Operations staff and external vendors 	<p>ACTUAL</p> <ul style="list-style-type: none"> Annual facility inspections by Green Dot Operations staff Regular facility inspections and audits by school staff and Facilities team School maintenance and repairs provided by Green Dot Operations staff and external providers
Expenditures	BUDGETED \$110,140	ESTIMATED ACTUAL \$ 2,230,833

Actions/Services

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year's LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals. The school will work with the Operations team to improve the conditions of facilities and promptly respond to facility concerns on campus. Green Dot also improved janitorial services on campus by selecting a new high-quality janitorial services vendor through request for proposal process.
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. In particular, the operations actions/services includes additional facility expenses that were not previously included.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

Goal 2

Proficiency for All:

- 7. Increase number of students meeting or exceed the standard on SBAC ELA assessments.
- 8. Increase number of students meeting or exceed the 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

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

All Students	Greater than 13%
Low Income	Greater than 13%
Latino	Greater than 13%

ACTUAL

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

All Students	71%
Low Income	71%
Latino	71%

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

All Students	19%
Low Income	19%
Latino	18%

9. The school will meet or exceed the API growth target.

10. 34% +/- 5% of English Learners will reclassify as Fully English Proficient on the CELDT.

11. 59% +/-5% number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

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

10. 48% of English Learners reclassified as Fully English Proficient on the CELDT.

11. 60% of English Learners showed improvement on the CELDT annual assessment.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 Curriculum, Resources and Materials to Support Student Subgroup

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

ACTUAL
 Curriculum, Resources and Materials to Support Student Subgroup

- ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) were offered at the 9th and 10th grade levels to ensure students below grade level received targeted supports to meet their needs
- Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed
- Professional development has been provided to all teachers on the Common Core literacy standards
- Professional development has been provided to core content teachers to transition to Common Core content standards
- Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies

Expenditures

BUDGETED

\$ 26,400

ESTIMATED ACTUAL

\$ 120,459

- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
- Green Dot adopted the Carnegie Math program, grades 6-11, and the iReady math program to support students and teachers in the transition to common core standards

Action

2

PLANNED

Supports for EL students:

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

ACTUAL

Supports for EL students:

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

Actions/Services

BUDGETED

See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"

ESTIMATED ACTUAL

\$ 9,862

Expenditures

Action **3**

Actions/Services

PLANNED
 Supports for Students with Disabilities:

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

ACTUAL
 Supports for Students with Disabilities

- Students with Individualized Education Plans receive educational services in the Least Restrictive environment per the designation of this plan

Expenditures

BUDGETED
 \$ 35,100

ESTIMATED ACTUAL
 \$ 813,242

Action **4**

Actions/Services

PLANNED
 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

ACTUAL
 High Achieving Students

- A recommended application process was provided to all schools to ensure that all students have access to AP courses
- AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board

Expenditures

BUDGETED
 See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"

ESTIMATED ACTUAL
 \$ 71,389

Action **5**

Actions/Services

PLANNED
 Credit Recovery:

- Credit recovery and/or summer school is offered to support students in need of recouping credit

ACTUAL

- ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th

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

and 10th grade levels to ensure students below grade level have targeted supports to meet their needs

- Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma
- School has two counselors who provide academic and college counseling
- All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed
- Credit recovery and/or summer school is offered to support students in need of recouping credit

BUDGETED

See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" and See Expenditures in Proficiency for All, "Curriculum, Resources and Materials to Support Student Subgroups"

ESTIMATED ACTUAL

\$16,658

Expenditures

Action

6

PLANNED

Professional Development

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

ACTUAL

Professional Development

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

Actions/Services

- 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

- 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

BUDGETED

\$7,560

ESTIMATED ACTUAL

\$1,215,385

Expenditures

Action

7

PLANNED

Interim Assessments

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

ACTUAL

Interim Assessments

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

Actions/Services

		throughout the year <ul style="list-style-type: none"> Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction
Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Interim Assessment"	ESTIMATED ACTUAL See Expenditures in Provide for Basic Services, "Interim Assessment"

Actio

8

	PLANNED Test Preparation <ul style="list-style-type: none"> School will incorporate CAHSEE prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March Mock CAHSEE 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 	ACTUAL Test Preparation <ul style="list-style-type: none"> School incorporates exam 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 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
Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Interim Assessment"	ESTIMATED ACTUAL \$ 6,831

Actions/Services

ANALYSIS

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services. In particular, the school included additional expenses related to professional development, including a portion of staff salaries and professional consulting fees.

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.

Goals 7 and 8 were updated to align with language with the statewide assessment. The school replaced the words "proficient and above" with "met or exceed standard."

Goal 3

Prepared for college, leadership and life:

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

All Students	Greater than 47%
Low Income	Greater than 47%
Latino	Greater than 47%

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

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

ACTUAL

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

All Students	50%
Low Income	50%
Latino	50%

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

All Students	67%
Low Income	68%
Latino	43%

14. Increase EAP passage rates in ELA.

All Students	Greater than 10.9%
Low Income	Greater than 11.1%
Latino	Greater than 10.9%

15. Increase EAP passage rates in Math.

All Students	Greater than 0.7%
Low Income	Greater than 0.7%
Latino	Greater than 0.7%

16. Maintain low cohort dropout rates.

All Students	Lower than 8%
Low Income	Lower than 8%
Latino	Lower than 8%
English Learners	Lower than 10%

17. Increase graduation rates.

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

14. Increase EAP passage rates in ELA.

All Students	23.4%
Low Income	23.2%
Latino	22.5%

15. Increase EAP passage rates in Math.

All Students	2.1%
Low Income	2.1%
Latino	2.1%

16. Maintain low cohort dropout rates.

All Students	5%
Low Income	5%
Latino	5%
English Learners	9%

17. Increase graduation rates.

All Students	86.8%
Low Income	86.8%
Latino	86.8%
English Learners	74.4%

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
Curriculum

- 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

ACTUAL
Curriculum

- Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma
- Provided recommended application process to all schools to ensure that all students have access to AP courses
- Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress

Expenditures

BUDGETED
See Expenditures in Provide for Basic Services, "Academic - Master Schedule"

ESTIMATED ACTUAL
\$314,614

Action **2**

Actions/Services

PLANNED
Professional Development:

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

ACTUAL
Professional Development

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

Expenditures

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

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

Action **3**

Actions/Services

PLANNED
Counseling:

- School has two counselors who provide academic and college counseling

ACTUAL
Counseling:

- 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

- All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed

Expenditures

BUDGETED
\$149,947

ESTIMATED ACTUAL
\$120,194

Action

4

Actions/Services

PLANNED
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

ACTUAL
Test Preparation:

- A recommended application process was provided to all schools to ensure that all students have access to AP courses
- AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board
- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams

Expenditures

BUDGETED
See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule"

ESTIMATED ACTUAL
\$12,532

Action

5

Actions/Services

PLANNED
Parent Involvement:

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

ACTUAL
Parent Involvement:

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

Expenditures

BUDGETED
\$117,318

ESTIMATED ACTUAL
\$8,340

ANALYSIS

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 4

Focus on school culture:

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

19. School will decrease student chronic absenteeism rate.

All Students	Lower than 6.2%
Low Income	Lower than 5.8%
Latino	Lower than 5.9%
English Learners	Lower than 6.7%

ACTUAL

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

All Students	96.9%
Low Income	97.0%
Latino	97.1%
English Learners	94.8%
Students with Disabilities	96.0%

19. School will decrease student chronic absenteeism rate.

All Students	7.3%
Low Income	5.2%
Latino	3.9%
English Learners	14.4%

Students with Disabilities	Lower than 7.0%
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20. School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less.

All Students	Maintain 5% or less
Low Income	Maintain 5% or less
Latino	Maintain 5% or less
English Learners	Lower than 14.6%
Students with Disabilities	Lower than 9.9%

21. School will maintain a low annual expulsion rate.

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

Students with Disabilities	11.7%
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20. School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less.

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

21. School will maintain a low annual expulsion rate.

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

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Attendance

- Attendance is taken daily and tracked via 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

ACTUAL

Attendance

- Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system)
- Office staff communicates daily with parents to inform them of student absences and/or tardies
- Monthly parent workshops are provided on each

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

campus and often include an update on student attendance rates for the year

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

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

ESTIMATED ACTUAL
\$17,410

Expenditures

Action

2

PLANNED
School Culture Team:

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

ACTUAL
School Culture Team:

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

Actions/Services

		<ul style="list-style-type: none"> Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
Expenditures	BUDGETED See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule"	ESTIMATED ACTUAL \$78,498

Action **3**

Actions/Services	PLANNED Response to Intervention/Multi-Tier System of Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions 	ACTUAL Response to Intervention/Multi-Tier System of Support: <ul style="list-style-type: none"> Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses
Expenditures	BUDGETED \$ 75,694	ESTIMATED ACTUAL \$58,251

Action **4**

Actions/Services	PLANNED Discipline Policy and Matrix: <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students 	ACTUAL Discipline Policy and Matrix: <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices
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	receive due process pending expulsion	and mental health services to reduce the suspension rate on all campuses <ul style="list-style-type: none"> • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Academic - Master Schedule"	ESTIMATED ACTUAL \$198,082

ANALYSIS

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

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

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

Goal 5

Parent Student and Community Engagement:

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

- 22. At least two parents served on the School Advisory Council (“SAC”).
- 23. The school held at least two parent activities or events per semester.
- 24. 98% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians
- Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education
- School offers parent workshops to engage parents in the educational process

ACTUAL

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal)
- School offered Parent Academy/trainings for interested families

Expenditures

BUDGETED

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

ESTIMATED ACTUAL

\$5,803

Action

2

Actions/Services

PLANNED

Communications:

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

ACTUAL

Communications:

- School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians
- Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education

	<ul style="list-style-type: none"> Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 	
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Expenditures

<p>BUDGETED See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement"</p>
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<p>ESTIMATED ACTUAL \$10,874</p>

Action **3**

Actions/Services

<p>PLANNED Community Partnerships:</p> <ul style="list-style-type: none"> School looks to engage the community through partnerships that can provide services to families both on and off campus
--

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

Expenditures

<p>BUDGETED See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement"</p>
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<p>ESTIMATED ACTUAL \$111,662</p>
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ANALYSIS

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

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

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

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

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

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Provide Basic Services:

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

pupils they teach.				
2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks.	100% of ELA and Math teachers used standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks
3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.	- 100% of high school courses were reviewed and approved in the Green Dot Course Catalog - Master schedules reflected that students are enrolled in and have access to a broad range of courses that are appropriate for student needs	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs
4. The school will offer at least one Physical Education course.	School offered at least one Physical Education course	School will offer at least one Physical Education course	School will offer at least one Physical Education course	School will offer at least one Physical Education course
5. The school will offer at least one visual and performing art (VAPA) elective	School offered at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective
6. The school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair	88% in good or exemplar repair	Greater than 90%	Greater than 90%	Greater 90%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

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

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

2017-18	2018-19	2019-20
Amount: \$74,223	Amount: \$76,450	Amount: \$78,743
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Shared Service Allocation/ Unrestricted	Budget Reference: Shared Service Allocation/ Unrestricted	Budget Reference: Shared Service Allocation/ Unrestricted

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Academic - Curriculum Design: <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math 	Academic - Curriculum Design: <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and 	Academic - Curriculum Design: <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed

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

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

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

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

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

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	\$615,370	Amount	\$633,831	Amount	\$652,846
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies

Action

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Academic – Interim Assessments:

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

2018-19

New Modified Unchanged

Academic – Interim Assessments:

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

2019-20

New Modified Unchanged

Academic – Interim Assessments:

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

next steps to support instruction

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$62,757	Amount	\$64,640	Amount	\$66,579
Source	Title I LCFF	Source	Title I LCFF	Source	Title I LCFF
Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year	Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year	Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

Academic – Master Scheduling & Staffing:

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

New Modified Unchanged

Academic – Master Scheduling & Staffing:

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

BUDGETED EXPENDITURES

2017-18

Amount

\$966,821

Source

Title I
LCFF

Budget Reference

Salaries - Teachers
& Administrators

2018-19

Amount

\$995,826

Source

Title I
LCFF

Budget Reference

Salaries - Teachers
& Administrators

2019-20

Amount

\$1,025,700

Source

Title I
LCFF

Budget Reference

Salaries -
Teachers &
Administrators

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Operations:

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

2018-19

New Modified Unchanged

Operations:

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

2019-20

New Modified Unchanged

Operations:

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,822,773	Amount	\$1,877,456	Amount	\$1,933,780
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Custodial & Facilities Maintenance	Budget Reference	Custodial & Facilities Maintenance	Budget Reference	Custodial & Facilities Maintenance

New

Modified

Unchanged

Goal 2

Proficiency for All:

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

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

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

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

All Students	71%
Low Income	71%
Latino	71%

All Students	72%
Low Income	72%
Latino	72%

All Students	73%
Low Income	73%
Latino	73%

All Students	74%
Low Income	74%
Latino	74%

<p>8. Increase the percent of students scoring Standard Met and above on SBAC Math assessments.</p>	<table border="1"> <tr> <td>All Students</td> <td>19%</td> </tr> <tr> <td>Low Income</td> <td>19%</td> </tr> <tr> <td>Latino</td> <td>18%</td> </tr> </table>	All Students	19%	Low Income	19%	Latino	18%	<table border="1"> <tr> <td>All Students</td> <td>20%</td> </tr> <tr> <td>Low Income</td> <td>20%</td> </tr> <tr> <td>Latino</td> <td>19%</td> </tr> </table>	All Students	20%	Low Income	20%	Latino	19%	<table border="1"> <tr> <td>All Students</td> <td>21%</td> </tr> <tr> <td>Low Income</td> <td>21%</td> </tr> <tr> <td>Latino</td> <td>20%</td> </tr> </table>	All Students	21%	Low Income	21%	Latino	20%	<table border="1"> <tr> <td>All Students</td> <td>22%</td> </tr> <tr> <td>Low Income</td> <td>22%</td> </tr> <tr> <td>Latino</td> <td>21%</td> </tr> </table>	All Students	22%	Low Income	22%	Latino	21%
All Students	19%																											
Low Income	19%																											
Latino	18%																											
All Students	20%																											
Low Income	20%																											
Latino	19%																											
All Students	21%																											
Low Income	21%																											
Latino	20%																											
All Students	22%																											
Low Income	22%																											
Latino	21%																											
<p>9. School will meet the annual API Growth Target or equivalent.</p>	<p>API has not been calculated since the 2012-13 school year.</p>	<p>Meet or Exceed Growth Target</p>	<p>Meet or Exceed Growth Target</p>	<p>Meet or Exceed Growth Target</p>																								
<p>10. Increase number of EL students who reclassify as Fully English Proficient.</p>	<p>48%</p>	<p>48% +/-5% or greater</p>	<p>Prior year +/- 5% or greater</p>	<p>Prior year +/- 5% or greater</p>																								
<p>11. Increase number of EL students scoring "Early Advanced" and "Advanced" on the California English Language Development Test ("CELDT") annual assessment</p>	<p>60%</p>	<p>60% +/-5% or greater</p>	<p>Prior year +/- 5% or greater</p>	<p>Prior year +/- 5% or greater</p>																								

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Curriculum, Resources and Materials to Support Student Subgroups: <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards 	Curriculum, Resources and Materials to Support Student Subgroups: <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards 	Curriculum, Resources and Materials to Support Student Subgroups: <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$124,684	Amount: \$128,425	Amount: \$132,277
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Books, Educational Materials & Supplies	Budget Reference: Books, Educational Materials & Supplies	Budget Reference: Books, Educational Materials & Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

ELD)

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

ELD)

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

ELD)

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,043	Amount: \$6,224	Amount: \$6,411
Source: Title III	Source: Title III	Source: Title III
Budget Reference: EL Lead Stipend, Textbooks, and Sub Services for Training	Budget Reference: EL Lead Stipend, Textbooks, and Sub Services for Training	Budget Reference: EL Lead Stipend, Textbooks, and Sub Services for Training

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

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

[ACTIONS/SERVICES](#)

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

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$800,283	Amount: \$824,291	Amount: \$849,020
Source: IDEA Title I	Source: IDEA Title I	Source: IDEA Title I
Budget Reference: Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference: Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference: Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

Action **4**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

High Achieving Students:

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

2019-20

New Modified Unchanged

High Achieving Students:

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

BUDGETED EXPENDITURES

2017-18

Amount \$98,968

Source LCFF

Budget Reference AP Testing, Elective Classes

2018-19

Amount \$101,937

Source LCFF

Budget Reference AP Testing, Elective Classes

2019-20

Amount \$104,995

Source LCFF

Budget Reference AP Testing, Elective Classes

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
See Expenditure in Prepare for college, leadership and life --	See Expenditure in Prepare for college, leadership and life --	See Expenditure in Prepare for college, leadership and life --

	Salaries		Salaries		Salaries
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Credit Recovery, Opportunities for Learning, APEX	Budget Reference	Credit Recovery, Opportunities for Learning, APEX	Budget Reference	Credit Recovery, Opportunities for Learning, APEX

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development: <ul style="list-style-type: none"> Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed Professional development will be provided to all teachers on the Common 	Professional Development: <ul style="list-style-type: none"> Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed Professional development will be provided to all teachers on the 	Professional Development: <ul style="list-style-type: none"> Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed Professional development will be provided to all teachers on the

- 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

- 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

- 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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,209,843	Amount	\$1,246,138	Amount	\$1,283,522
Source	Title I Title II LCFF	Source	Title I Title II LCFF	Source	Title I Title II LCFF
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic	Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic	Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for

- Master Schedule"
for Applicable LCAP
Year

- Master Schedule"
for Applicable LCAP
Year

Applicable LCAP Year

Action 7

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

Interim Assessments:

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

2019-20

New Modified Unchanged

Interim Assessments:

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action 8

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

Test Preparation:

- School will incorporate exam 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

Test Preparation:

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

- School will incorporate exam 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

2017-18	2018-19	2019-20
Amount	\$13,335	Amount
Source	Title I	Source
Budget Reference	Test Preparation Materials and Supplies, IT Equipment	Budget Reference
	Amount	\$14,147
	Source	Title I
	Budget Reference	Test Preparation Materials and Supplies, IT Equipment

New Modified Unchanged

Goal 3

Prepared for college, leadership and life:

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

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

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
12. Increase the percent of graduates that successfully complete A-G course requirements.	All Students	50%	Greater than 70%	Greater than 70%
	Low Income	50%	Greater than 70%	Greater than 70%
	Latino	50%	Greater than 70%	Greater than 70%

<p>13. Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.</p>	<table border="1"> <tr><td>All Students</td><td>67%</td></tr> <tr><td>Low Income</td><td>68%</td></tr> <tr><td>Latino</td><td>43%</td></tr> </table>	All Students	67%	Low Income	68%	Latino	43%	<table border="1"> <tr><td>All Students</td><td>68%</td></tr> <tr><td>Low Income</td><td>69%</td></tr> <tr><td>Latino</td><td>44%</td></tr> </table>	All Students	68%	Low Income	69%	Latino	44%	<table border="1"> <tr><td>All Students</td><td>69%</td></tr> <tr><td>Low Income</td><td>68%</td></tr> <tr><td>Latino</td><td>45%</td></tr> </table>	All Students	69%	Low Income	68%	Latino	45%	<table border="1"> <tr><td>All Students</td><td>70%</td></tr> <tr><td>Low Income</td><td>69%</td></tr> <tr><td>Latino</td><td>46%</td></tr> </table>	All Students	70%	Low Income	69%	Latino	46%
All Students	67%																											
Low Income	68%																											
Latino	43%																											
All Students	68%																											
Low Income	69%																											
Latino	44%																											
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Low Income	68%																											
Latino	45%																											
All Students	70%																											
Low Income	69%																											
Latino	46%																											
<p>14. Increase EAP passage rates in ELA.</p>	<table border="1"> <tr><td>All Students</td><td>23.4%</td></tr> <tr><td>Low Income</td><td>23.2%</td></tr> <tr><td>Latino</td><td>22.5%</td></tr> </table>	All Students	23.4%	Low Income	23.2%	Latino	22.5%	<table border="1"> <tr><td>All Students</td><td>24.4%</td></tr> <tr><td>Low Income</td><td>24.2%</td></tr> <tr><td>Latino</td><td>23.5%</td></tr> </table>	All Students	24.4%	Low Income	24.2%	Latino	23.5%	<table border="1"> <tr><td>All Students</td><td>25.4%</td></tr> <tr><td>Low Income</td><td>25.2%</td></tr> <tr><td>Latino</td><td>24.5%</td></tr> </table>	All Students	25.4%	Low Income	25.2%	Latino	24.5%	<table border="1"> <tr><td>All Students</td><td>26.4%</td></tr> <tr><td>Low Income</td><td>26.2%</td></tr> <tr><td>Latino</td><td>25.5%</td></tr> </table>	All Students	26.4%	Low Income	26.2%	Latino	25.5%
All Students	23.4%																											
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All Students	26.4%																											
Low Income	26.2%																											
Latino	25.5%																											
<p>15. Increase EAP passage rates in Math.</p>	<table border="1"> <tr><td>All Students</td><td>2.1%</td></tr> <tr><td>Low Income</td><td>2.1%</td></tr> <tr><td>Latino</td><td>2.1%</td></tr> </table>	All Students	2.1%	Low Income	2.1%	Latino	2.1%	<table border="1"> <tr><td>All Students</td><td>3.2%</td></tr> <tr><td>Low Income</td><td>3.2%</td></tr> <tr><td>Latino</td><td>3.2%</td></tr> </table>	All Students	3.2%	Low Income	3.2%	Latino	3.2%	<table border="1"> <tr><td>All Students</td><td>4.2%</td></tr> <tr><td>Low Income</td><td>4.2%</td></tr> <tr><td>Latino</td><td>4.2%</td></tr> </table>	All Students	4.2%	Low Income	4.2%	Latino	4.2%	<table border="1"> <tr><td>All Students</td><td>5.2%</td></tr> <tr><td>Low Income</td><td>5.2%</td></tr> <tr><td>Latino</td><td>5.2%</td></tr> </table>	All Students	5.2%	Low Income	5.2%	Latino	5.2%
All Students	2.1%																											
Low Income	2.1%																											
Latino	2.1%																											
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Latino	4.2%																											
All Students	5.2%																											
Low Income	5.2%																											
Latino	5.2%																											
<p>16. Maintain low cohort dropout rates.</p>	<table border="1"> <tr><td>All Students</td><td>5%</td></tr> <tr><td>Low Income</td><td>5%</td></tr> <tr><td>Latino</td><td>5%</td></tr> </table>	All Students	5%	Low Income	5%	Latino	5%	<table border="1"> <tr><td>All Students</td><td>Less than 8%</td></tr> <tr><td>Low Income</td><td>Less than 8%</td></tr> <tr><td>Latino</td><td>Less than 8%</td></tr> </table>	All Students	Less than 8%	Low Income	Less than 8%	Latino	Less than 8%	<table border="1"> <tr><td>All Students</td><td>Less than 8%</td></tr> <tr><td>Low Income</td><td>Less than 8%</td></tr> <tr><td>Latino</td><td>Less than 8%</td></tr> </table>	All Students	Less than 8%	Low Income	Less than 8%	Latino	Less than 8%	<table border="1"> <tr><td>All Students</td><td>Less than 8%</td></tr> <tr><td>Low Income</td><td>Less than 8%</td></tr> <tr><td>Latino</td><td>Less than 8%</td></tr> </table>	All Students	Less than 8%	Low Income	Less than 8%	Latino	Less than 8%
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All Students	Less than 8%																											
Low Income	Less than 8%																											
Latino	Less than 8%																											

	English Learners	9%	English Learners	Less than 8%	English Learners	Less than 8%	English Learners	Less than 8%
17. Increase graduation rates.	All Students	86.8%	All Students	Greater than 85%	All Students	Greater than 85%	All Students	Greater than 85%
	Low Income	86.8%	Low Income	Greater than 85%	Low Income	Greater than 85%	Low Income	Greater than 85%
	Latino	86.8%	Latino	Greater than 85%	Latino	Greater than 85%	Latino	Greater than 85%
	English Learners	74.4%	English Learners	Greater than 85%	English Learners	Greater than 85%	English Learners	Greater than 85%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized

graduation progress

academic consultancy and a review of graduation progress

academic consultancy and a review of graduation progress

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$365,828	Amount	\$376,803	Amount	\$388,107
Source	Title I LCFF	Source	Title I LCFF	Source	Title I LCFF
Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development: <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	Professional Development: <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	Professional Development: <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board

BUDGETED EXPENDITURES

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

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling: <ul style="list-style-type: none"> School has two counselors who provide academic and college counseling Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	Counseling: <ul style="list-style-type: none"> School has two counselors who provide academic and college counseling Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	Counseling: <ul style="list-style-type: none"> School has two counselors who provide academic and college counseling Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$141,619	Amount \$145,868	Amount \$150,244
Source Title I LCFF	Source Title I LCFF	Source Title I LCFF
Budget Reference Salaries - Counselors	Budget Reference Salaries - Counselors	Budget Reference Salaries - Counselors

Action **4**

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,250	Amount: \$20,858	Amount: \$21,483
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Testing Supplies	Budget Reference: Testing Supplies	Budget Reference: Testing Supplies

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent Involvement: <ul style="list-style-type: none"> Progress reports are sent home quarterly to inform students and parents of academic progress in each course Parent workshops educate parents on graduation requirements and how to best 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 	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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,602	Amount: \$8,860	Amount: \$9,126
Source: Title I	Source: title I	Source: Title I
Budget Reference: Salaries - Office Staff	Budget Reference: Salaries - Office Staff	Budget Reference: Salaries - Office Staff

New Modified Unchanged

Goal 4

Focus on school culture:

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

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

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20		
18. School will maintain a high Average Daily Attendance (“ADA”) rate.	All Students	96.9%	All Students	Greater than 90%	All Students	Greater than 90%
	Low Income	97.0%	Low Income	Greater than 90%	Low Income	Greater than 90%
	Latino	97.1%	Latino	Greater than 90%	Latino	Greater than 90%
	English Learners	94.8%	English Learners	Greater than 90%	English Learners	Greater than 90%
	Students with	96.0%	Students with	Greater than 90%	Students with	Greater than 90%

	Disabilities	Disabilities	Disabilities	Disabilities																																								
19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.	<table border="1"> <tr><td>All Students</td><td>7.3%</td></tr> <tr><td>Low Income</td><td>5.2%</td></tr> <tr><td>Latino</td><td>3.9%</td></tr> <tr><td>English Learners</td><td>14.4%</td></tr> <tr><td>Students with Disabilities</td><td>11.7%</td></tr> </table>	All Students	7.3%	Low Income	5.2%	Latino	3.9%	English Learners	14.4%	Students with Disabilities	11.7%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>less than 14.4%</td></tr> <tr><td>Students with Disabilities</td><td>less than 11.7%</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	Latino	Less than 10%	English Learners	less than 14.4%	Students with Disabilities	less than 11.7%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than 10%</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than 10%	<table border="1"> <tr><td>All Students</td><td>Less than 10%</td></tr> <tr><td>Low Income</td><td>Less than 10%</td></tr> <tr><td>Latino</td><td>Less than 10%</td></tr> <tr><td>English Learners</td><td>Less than 10%</td></tr> <tr><td>Students with Disabilities</td><td>Less than 10%</td></tr> </table>	All Students	Less than 10%	Low Income	Less than 10%	Latino	Less than 10%	English Learners	Less than 10%	Students with Disabilities	Less than 10%
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Low Income	Less than 10%																																											
Latino	Less than 10%																																											
English Learners	Less than 10%																																											
Students with Disabilities	Less than 10%																																											
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 and statistically significant student groups</td><td>Less than 5% or less than current year</td></tr> </table>	All students and statistically significant student groups	Less than 5% or less than current year	<table border="1"> <tr><td>All students and statistically significant student groups</td><td>Less than 5% or less than current year</td></tr> </table>	All students and statistically significant student groups	Less than 5% or less than current year																																		
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All students and statistically significant student groups	Less than 5% or less than current year																																											
21. School will maintain a low	The California Department of	<table border="1"> <tr><td>All students</td><td>Less than</td></tr> </table>	All students	Less than	<table border="1"> <tr><td>All students</td><td>Less than</td></tr> </table>	All students	Less than	<table border="1"> <tr><td>All students</td><td>Less than</td></tr> </table>	All students	Less than																																		
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All students	Less than																																											
All students	Less than																																											

<p>annual expulsion rate.</p>	<p>Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education.</p>	<table border="1"> <tr> <td data-bbox="699 134 911 315">and statistically significant student groups</td> <td data-bbox="911 134 1094 315">0.5%</td> </tr> </table>	and statistically significant student groups	0.5%	<table border="1"> <tr> <td data-bbox="1094 134 1306 315">and statistically significant student groups</td> <td data-bbox="1306 134 1488 315">0.5%</td> </tr> </table>	and statistically significant student groups	0.5%	<table border="1"> <tr> <td data-bbox="1488 134 1696 315">and statistically significant student groups</td> <td data-bbox="1696 134 2022 315">0.5%</td> </tr> </table>	and statistically significant student groups	0.5%
and statistically significant student groups	0.5%									
and statistically significant student groups	0.5%									
and statistically significant student groups	0.5%									

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Attendance:</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed Students at Phase 2-4 of the SART process receive individualized 	<p>Attendance:</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed Students at Phase 2-4 of the SART 	<p>Attendance:</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed Students at Phase 2-4 of the SART process receive individualized

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

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$18,205	Amount: \$18,751	Amount: \$19,314
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

New Modified Unchanged

School Culture Team:

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

New Modified Unchanged

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- 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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$75,858	Amount	\$78,134	Amount	\$80,478
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Professional Services, Shared Service Fee	Budget Reference	Professional Services, Shared Service Fee	Budget Reference	Professional Services, Shared Service Fee

Action **3**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$59,947 Source: Title I Budget Reference: Salaries - Mental Health Staff	Amount: \$61,745 Source: Title I Budget Reference: Salaries - Mental Health Staff	Amount: \$63,598 Source: Title I Budget Reference: Salaries - Mental Health Staff

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion 	<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion 	<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$192,022	Amount \$197,783	Amount \$203,716

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Budget Reference	Shared Service Fee, Expenditures in Master Schedule

New Modified Unchanged

Goal 5

Parent Student and Community Engagement:

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

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

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

on the Green Dot Family survey

Green Dot Family survey

Family survey

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

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

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

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,483	Amount: \$11,827	Amount: \$12,182
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$8,115</p>	<p>Amount</p> <p>\$8,358</p>	<p>Amount</p> <p>\$8,609</p>
<p>Source</p> <p>Title I LCFF</p>	<p>Source</p> <p>Title I LCFF</p>	<p>Source</p> <p>Title I LCFF</p>
<p>Budget Reference</p> <p>Communications</p>	<p>Budget Reference</p> <p>Communications</p>	<p>Budget Reference</p> <p>Communications</p>

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Community Partnerships: <ul style="list-style-type: none"> School looks to engage the community through partnerships that can provide services to families both on and off campus 	Community Partnerships: <ul style="list-style-type: none"> School looks to engage the community through partnerships that can provide services to families both on and off campus 	Community Partnerships: <ul style="list-style-type: none"> School looks to engage the community through partnerships that can provide services to families both on and off campus

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$102,867	Amount: \$105,953	Amount: \$109,132
Source: Title I LCFF	Source: Title I LCFF	Source: Title I LCFF
Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries	Budget Reference: Classified Staff Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$1,722,131

Percentage to Increase or Improve Services:

26%

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 98% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
- Courses often include web-based research projects and assignments;
- Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and

A web-based student information and school management system (PowerSchool) is implemented at the school and used by parents, students and the school staff