LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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

2017-20 Plan Summary

THE STORY

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

Ánimo Westside Charter Middle School is a public charter middle school opened by Green Dot Public Schools in 2011. Since opening, the school has existed to meet the specific needs of the students and community it serves. Ánimo Westside operates with no attendance boundaries conditional for enrollment. As such, current enrollment is reflective, but not limited to, that of families from the following communities: Venice, Marina del Rey, Playa Vista, Inglewood, Westchester, Hawthorne and South Central Los Angeles.

Ánimo Westside serves 438 students in grades 6 through 8. The demographic breakdown is as follows: Socioeconomically Disadvantaged=79%; English Learners=9%; Special Education=22%. Primary ethnic populations are as follows: Latino=50%; African American=40%; FRL=66%.

Ánimo Westside is celebrated as a diverse school that reflects a vast array of cultures, socio-economic statuses, and ethnic backgrounds. As diversity expands and continues, the school fully embraces opportunities for cultural enrichment through collaborative experiences with all families.

Family and community partnerships are key to both the academic and social development of the student community. Ánimo Westside continues to connect with a number of businesses and support entities to offer scholars and families a robust educational experience.

LCAP HIGHLIGHTS

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

One of the school's most significant accomplishments was the increase in the number of students scoring Met Standard and above on SBAC ELA assessments (benchmark established in 2014-15). The school's data reflects consistent progress as we have moved from an overall proficiency of 40.6% (14-15) to 46% (15-16). A similar pattern of growth is evident in SBAC Math proficiency as overall progress has increased from 18.8% (14-15) to 20.4% (15-16). It is also notable that the increase on these metrics in inclusive of all demographic subgroups. There has also been a nearly 20% increase the percent of EL students who reclassify as Fully English Proficient as well as the same percentage increase of EL students who have shown improvement on the CELDT.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The school's greatest progress is evident in its EL population, as there has been a nearly 20% increase the percent of EL students who reclassify as Fully English Proficient as well as the same percentage increase of EL students who have shown improvement on the CELDT. Moving forward, the school's goal is to maintain the positive progress for EL students by providing an EL Lead Teacher to assist with specific instructional planning and academic monitoring. This is an added feature to our instructional program that was established last year. There is also specific attention paid to strategic scheduling and partnering for our EL students to continue the positive momentum of achievement.

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

GREATEST NEEDS

While significant progress has been made, it is clear that the school's English Learners and students with disabilities continue to struggle in mathematics and ELA. To address this concern among the EL student population, an EL Lead Teacher position has been established to assist our school counselor in strategic scheduling and partnering. In an effort to offer increased support to students with disabilities, the number of personnel in the school's Special Education department was increased to include a fourth teacher. Also, the school is planning to offer another Academic Success course.

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 achievement of among students with disabilities represents the most significant achievement gap. In an effort to offer increased support to our students with disabilities, the number of personnel in the school's Special Education department was increased to include a fourth teacher. Also, the school is planning to offer an additional Academic Success course.

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.

Given the student population served at the school, the program is designed to cater to the needs of low-income students and other significant student groups. To specifically address the needs of English Learners, an EL Lead Teacher position has been established to assist our school counselor in strategic scheduling and partnering. To specifically address the needs of students with disabilities, the number of personnel in the school's Special Education department was increased to include a fourth teacher.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$5,563,255
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$4,351,617

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

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

$2,116,473	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Provide Basic Services:

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A. 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.	A. 94% of teachers were fully credentialed in the subject areas and for the pupils they taught.
B. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks.	B. 100% of ELA and Math teachers had access to standards-aligned materials though online curricular resources on the internal platform.
C. 100% of middle school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.	C. 100% of courses offered have been approved through the Green Dot Course Catalog.

D. The school will offer at least one elective course offering. E. The school received an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair.	D. The school offered 7 elective classes. E. The school received an average of 99% 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

	PLANNED	ACTUAL
Actions/Services	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)	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 $10,900

Action 2

	PLANNED	ACTUAL
Actions/Services	Academic – Curriculum Design • Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance”	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	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 $20,000	ESTIMATED ACTUAL $213,321

Action **3**

Actions/Services	PLANNED Academic – Interim Assessments • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Interim assessments align to Common Core standards and are available for all core teachers • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to	ACTUAL Academic – Interim Assessments • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP • Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are

	support instruction	available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction
Expenditures	BUDGETED $728	ESTIMATED ACTUAL $37,672

Action **4**

Actions/Services	PLANNED Master Scheduling & Staffing • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	ACTUAL Master Scheduling & Staffing • Administrators utilized data to assess student course progress and placed students in appropriate classes for the upcoming year • The master schedule reflected an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math • Advisory provided a venue for students to receive one-on-one academic consulting and additional support for core classes • The school was appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)
Expenditures	BUDGETED $104,721	ESTIMATED ACTUAL $800,939

Action **5**

	PLANNED	ACTUAL
Actions/Services	Operations • Annual facility inspections will be conducted by Green Dot Operations staff • Regular facility inspections and audits will be conducted by school staff and Facilities team • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors	• 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 $72,000	ESTIMATED ACTUAL $1,549,541

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. School will collaborate with HR department to ensure all current hires have met requirements and any new hires are highly qualified/credentialed before the next school year. Interim/ST staff permits are issued on an exception basis.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

Goal 2

Proficiency for All:

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

All Students	Greater than 40.6%
Low Income	Greater than 34.0%
African American	Greater than 38.8%
Latino	Greater than 38.2%
Students with Disabilities	Greater than 11.9%

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

All Students	Greater than 18.8%
Low Income	Greater than 16.2%

ACTUAL

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

All Students	46.6%
Low Income	42.0%
African American	50.9%
Latino	38.6%
Students with Disabilities	15.8%

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

All Students	20.4%

African American	Greater than 17.6%
Latino	Greater than 15.6%
Students with Disabilities	Greater than 5.1%

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

I. Increase the percent of English Learners will reclassify as Fully English Proficient on the CELDT.

J. Increase the percent of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

Low Income	20.0%
African American	20.6%
Latino	17.2%
Students with Disabilities	5.3%

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

I. The student group was not statistically significant. As such, data is not reported.

J. The student group was not statistically significant. As such, data is not reported.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
Curriculum, Resources and Materials to Support Student Subgroup

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

ACTUAL
Curriculum, Resources and Materials to Support Student Subgroup

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

		content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP • Green Dot adopted the Carnegie Math program, grades 6-11, and the iReady math program to support students and teachers in the transition to common core standards
Expenditures	BUDGETED $49,650	ESTIMATED ACTUAL $86,526

Action **2**

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

Expenditures	BUDGETED	ESTIMATED ACTUAL
	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	$7,053

Action 3

Actions/Services	PLANNED	ACTUAL
	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	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	ESTIMATED ACTUAL
	$146,777	$535,913

Action 4

Actions/Services	PLANNED	ACTUAL
	High Achieving Students • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses	High Achieving Students • Student whose data reflects achievement above grade level were supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses

Expenditures	BUDGETED	ESTIMATED ACTUAL
	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	$59,535

Action **5**

	PLANNED	ACTUAL
Actions/Services	Professional Development • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports	Professional Development • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP
Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" and See Expenditures in Proficiency for All, "Curriculum, Resources and Materials to Support Student Subgroups" for Applicable LCAP Year	ESTIMATED ACTUAL $10,142

Action **6**

	PLANNED	ACTUAL
Actions/Services	Interim Assessments • Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes • Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP	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 throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction
Expenditures	BUDGETED $11,677	ESTIMATED ACTUAL $416,567

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year's LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The school will adjust language in performance goals related to English Learner proficiency to read "+/-5% or greater" to recognize the school's accomplishments if it is able to improve English Learner proficiency by more than 5%

Goal 3	Prepared for college, leadership and life: K. Maintain low cohort dropout rates.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
K. Maintain low cohort dropout rates. N/A – middle schools do not have a tracked dropout rate at the state level	K. Maintain low cohort dropout rates. N/A – middle schools do not have a tracked dropout rate at the state level

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	Counseling: • School has 1-2 counselors who provide academic and high school readiness counseling	Counseling: • School has 1-2 counselors who provide academic and high school readiness counseling

	• Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness	• Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness • All students take an Advisory course which provides individualized academic consultancy
Expenditures	BUDGETED See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	ESTIMATED ACTUAL $88,023

Action **2**

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services were implemented as described in the previous year's LCAP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the school was effective in implementing the services to meet its LCAP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school updated its calculation to more accurately reflect expenditures related to the above actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The school will aim to have cohort dropout rates lower than 8% for all student groups, or lower than the previous year.

Goal 4

Focus on school culture:

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

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

M. School will decrease student chronic absenteeism rate.

All Students	Lower than 4%
Low Income	Lower than 4%
African American	Lower than 4%

ACTUAL

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

All Students	97%
Low Income	97%
African American	97%
Latino	98%
English Learners	98%
Students with Disabilities	98%

M. School will decrease student chronic absenteeism rate.

All Students	5%
Low Income	4%
African American	4%

Latino	Lower than 2%
English Learners	Lower than 6%
Students with Disabilities	Lower than 6%

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

All Students	Lower than 8%
Low Income	Lower than 9%
African American	Lower than 14%
Latino	Lower than 5%
English Learners	Lower than 5%
Students with Disabilities	Lower than 13%

O. School will maintain a low annual expulsion rate.

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

Latino	3%
English Learners	0%
Students with Disabilities	3%

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

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

O. School will maintain a low annual expulsion rate.

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

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Attendance • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system	Attendance • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • 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
Expenditures	BUDGETED See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year	ESTIMATED ACTUAL $17,513

Action **2**

	PLANNED	ACTUAL
Actions/Services	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	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	• Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
Expenditures	BUDGETED See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	ESTIMATED ACTUAL $12,089

Action **3**

Actions/Services	PLANNED Response to Intervention/Multi-Tier System of Support: • 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: • 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 $102,074	ESTIMATED ACTUAL $36,813

Action **4**

	PLANNED	ACTUAL
Actions/Services	Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
	BUDGETED	ESTIMATED ACTUAL
Expenditures	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	$51,144

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 chronic absenteeism rates lower than 10% for all student groups, or lower than the previous year.

Goal 5

Parent Student and Community Engagement:

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
P. At least two parents will serve on the School Advisory Council ("SAC").	P. At least two parents served on the School Advisory Council ("SAC").
Q. At least two parent activities or events will be held per semester.	Q. The school held at least two parent activities or events per semester.
R. Students, families and the school community will feel a sense of connectedness as measured by at least 80% of respondents agreeing that they would recommend the school to a friend on the Green Dot Family Survey.	R. 89% 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

	PLANNED	ACTUAL
Actions/Services	Parent Engagement and Participation: • Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education	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" for Applicable LCAP Year	ESTIMATED ACTUAL $5,838

Action **2**

	PLANNED	ACTUAL
Actions/Services	Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student	Communications: • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education

	attendance rates for the year	
Expenditures	BUDGETED See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year	ESTIMATED ACTUAL $10,642

Action 3

Actions/Services	PLANNED Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus	ACTUAL Community Partnerships: • School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services
Expenditures	BUDGETED See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year	ESTIMATED ACTUAL $66,832

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 were 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?

The feedback on progress and input on next steps, of all stakeholders, is gathered and considered. Ánimo Westside has, and continues, to use stakeholder feedback gathered at both formal and informal meetings as constructive information to craft goals. Upon review of the LCAP goals with stakeholders, it was decided that continued monitoring of resources would be made to address our areas of most significant growth and challenge. As one of our goals includes progress toward increased proficiency in SBAC Math and ELA, conversations include focus on ways that students might have greater access to targeted academic support.

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	☐ New	☐ Modified	☒ Unchanged

Goal 1	Provide Basic Services: A. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching B. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition C. Students will have access to the educational program as outlined in the school's charter petition D. Students will be offered elective courses if they do not require additional ELA or Math interventions E. School facilities are maintained in good repair

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	• To provide and maintain Basic Services for students and schools • To ensure students have access to a broad course of study • To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. 100% of teachers will be fully credentialed in the subject areas and for the pupils they teach.	94% compliant	100% compliant	100% compliant	100% compliant

B. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks.	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
C. 100% of middle school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.	- 100% of middle 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 middle school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs	- 100% of middle school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs	- 100% of middle school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs
D. The school will offer at least one elective course	School offered at least one elective course	School will offer at least one elective course	School will offer at least one elective course	School will offer at least one elective course
E. The school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair	99% in good or exemplar repair	Greater than 90%	Greater than 90%	Greater 90%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Human Resources: • Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements • Green Dot recently implemented an improved system to automate employee	Human Resources: • Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements • Green Dot's improved system will	Human Resources: • Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements • Green Dot's improved system will

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,994	Amount	$11,324	Amount	$11,664
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
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and Math	Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and	Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed

"Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups • Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments • Textbooks and classroom materials are tracked using online system to ensure access for all students	Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups • Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments • Textbooks and classroom materials are tracked using online system to ensure access for all students	the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. 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	$237,051	Amount	$244,163	Amount	$251,487
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies	Budget Reference	Books, Educational Materials & Supplies

3

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Academic – Interim Assessments: • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Interim assessments align to Common Core standards and are available for all core teachers • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction	Academic – Interim Assessments: • 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	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	$43,852	Amount	$45,168	Amount	$46,523
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Academic – Master Scheduling & Staffing: • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	Academic – Master Scheduling & Staffing: • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	Academic – Master Scheduling & Staffing: • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$823,216	Amount	$847,912	Amount	$873,350
Source	Title I	Source	Title I	Source	Title I

	LCFF		LCFF		LCFF
Budget Reference	Salaries - Teachers & Administrators	Budget Reference	Salaries - Teachers & Administrators	Budget Reference	Salaries - Teachers & Administrators

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ 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	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	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

expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities	expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities	• 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	$1,445,561	Amount	$1,488,928	Amount	$1,533,596
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:

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
F. Increase number of students scoring Met or Exceed Standard on SBAC ELA	All Students 46.0% Low Income 42.0% African American 50.9% Latino 38.6%	All Students 47.0% Low Income 43.0% African American 51.9% Latino 39.6%	All Students 48.0% Low Income 44.0% African American 52.9% Latino 40.6%	All Students 49.0% Low Income 45.0% African American 53.9% Latino 41.6%

	Students with Disabilities 15.8%	Students with Disabilities 16.8%	Students with Disabilities 17.8%	Students with Disabilities 18.8%
G. Increase number of students scoring Met or Exceed Standard on SBAC Math assessments.	All Students 20.4% Low Income 20.0% African American 20.6% Latino 17.2% Students with Disabilities 5.3%	All Students 21.4% Low Income 21.0% African American 21.6% Latino 18.2% Students with Disabilities 6.3%	All Students 22.4% Low Income 22.0% African American 22.6% Latino 19.2% Students with Disabilities 7.3%	All Students 23.4% Low Income 23.0% African American 23.6% Latino 20.2% Students with Disabilities 8.3%
H. School will meet the annual API Growth Target or equivalent.	API has not been calculated since the 2012-13 school year.	Meet or Exceed Growth Target	Meet or Exceed Growth Target	Meet or Exceed Growth Target
I. Increase number of EL students who reclassify as Fully English Proficient.	Current year is baseline data. The student group was not statistically significant. As such, data is not reported.	Baseline +/-5% or greater	Prior year +/-5% or greater	Prior year +/- 5% or greater
J. Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test	Current year is baseline data. The student group was not statistically significant. As such, data is not reported.	Baseline +/-5% or greater	Prior year +/- 5% or greater	Prior year +/- 5% or greater

(“CELDT”) annual assessment				

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Curriculum, Resources and Materials to Support Student Subgroups: • ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards	Curriculum, Resources and Materials to Support Student Subgroups: • ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards	Curriculum, Resources and Materials to Support Student Subgroups: • ELA intervention courses (Literacy Intervention) are offered at the 6th – 8th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$96,514	Amount	$99,409	Amount	$102,392
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
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
EL Students: • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to	EL Students: • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to	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	support teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth	support teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,374	Amount	$5,535	Amount	$5,701
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 ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Students with Disabilities: • Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan	Students with Disabilities: • Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan	Students with Disabilities: • Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$612,884	Amount	$631,271	Amount	$650,209
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses	High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses	High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives and Honors courses

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$65,446	Amount	$67,409	Amount	$69,432
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Elective Classes	Budget Reference	Elective Classes	Budget Reference	Elective Classes

Action 5

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

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Professional Development: • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students	Professional Development: • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best	Professional Development: • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those

• Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports	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	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	$427,821	Amount	$440,656	Amount	$453,875
Source	Title I Title II LCFF	Source	Title I Title II LCFF	Source	Title I Title II LCFF
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

Action 6

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

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	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	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

BUDGETED EXPENDITURES

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

☐ New ☐ Modified ☒ Unchanged

Goal 3

Prepared for college, leadership and life:

K. Maintain low cohort dropout rates.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
K. Maintain low cohort dropout rates.	N/A - MS don't have a tracked dropout rate at the state level	Lower than 8%	Lower than 8%	Lower than 8%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Counseling: • School has 1-2 counselors who provide academic and high school readiness counseling • Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness	Counseling: • School has 1-2 counselors who provide academic and high school readiness counseling • Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness	Counseling: • School has 1-2 counselors who provide academic and high school readiness counseling • Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$66,241	Amount	$68,228	Amount	$70,275
Source	Title I LCFF	Source	Title I LCFF	Source	Title I LCFF
Budget Reference	Salaries - Counselors	Budget Reference	Salaries - Counselors	Budget Reference	Salaries - Counselors

Action 2

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
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	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	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

	how to best support their students	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9,863	Amount	$10,159	Amount	$10,464
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries - Office Staff	Budget Reference	Salaries - Office Staff	Budget Reference	Salaries - Office Staff

☐ New ☐ Modified ☒ Unchanged

Goal 4

Focus on school culture:

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

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

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

O. School will maintain a low annual expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
L. School will maintain a high Average Daily Attendance ("ADA") rate.	All Students 97% Low Income 97% African American 97% Latino 98% English Learners 98%	All Students Greater than 90% Low Income Greater than 90% African American Greater than 90% Latino Greater than 90% English Learners Greater than 90%	All Students Greater than 90% Low Income Greater than 90% African American Greater than 90% Latino Greater than 90% English Learners Greater than 90%	All Students Greater than 90% Low Income Greater than 90% African American Greater than 90% Latino Greater than 90% English Learners Greater than 90%

	Students with Disabilities: 98%	Students with Disabilities: Greater than 90%	Students with Disabilities: Greater than 90%	Students with Disabilities: Greater than 90%
M. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.	All Students: 5% Low Income: 4% African American: 4% Latino: 3% English Learners: 0% Students with Disabilities: 3%	All Students: Less than 10% Low Income: Less than 10% African American: Less than 10% Latino: Less than 10% English Learners: Less than 10% Students with Disabilities: Less than 10%	All Students: Less than 10% Low Income: Less than 10% African American: Less than 10% Latino: Less than 10% English Learners: Less than 10% Students with Disabilities: Less than 10% or less than <current year>%	All Students: Less than 10% Low Income: Less than 10% African American: Less than 10% Latino: Less than 10% English Learners: Less than 10% Students with Disabilities: Less than 10% or less than <current year>%
N. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or	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	All students and statistically significant student groups: Less than 5% or less than current year	All students and statistically significant student groups: Less than 5% or less than current year	All students and statistically significant student groups: Less than 5% or less than current year

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Attendance: • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions	Attendance: • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the	Attendance: • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$17,513	Amount	$18,038	Amount	$18,580
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	☐ New ☐ Modified ☒ Unchanged	☐ 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	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	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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,089	Amount	$12,452	Amount	$12,825
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 ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Response to Intervention/Multi-Tier Systems of Support: • Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions	Response to Intervention/Multi-Tier Systems of Support: • Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions	Response to Intervention/Multi-Tier Systems of Support: • Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$36,813	Amount	$37,917	Amount	$39,055
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries - Mental Health Staff	Budget Reference	Salaries - Mental Health Staff	Budget Reference	Salaries - Mental Health Staff

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$51,144	Amount	$52,678	Amount	$54,259

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

☐ New ☐ Modified ☒ Unchanged

Goal 5

Parent Student and Community Engagement:

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

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

R. Students, families and the school community will feel a sense of connectedness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
P. At least two parents will serve on the School Advisory Council ("SAC").	Met Target	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC
Q. At least two parent activities or events will be held per semester.	Met Target	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester
R. Students, families and the school community will feel a sense of connectedness.	89% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?"	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot

		on the Green Dot Family survey	Green Dot Family survey	Family survey

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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	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 workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process	communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process	• Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,680	Amount	$12,030	Amount	$12,391
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 ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year	Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year	Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,642	Amount	$10,961	Amount	$11,290
Source	"Title I LCFF"	Source	"Title I LCFF"	Source	"Title I LCFF"
Budget Reference	Communications	Budget Reference	Communications	Budget	Communications

				Reference	

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
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus	Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus	Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$247,317	Amount	$254,737	Amount	$262,379
Source	Title I	Source	Title I	Source	Title I

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 817,637	Percentage to Increase or Improve Services:	33 %

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 76% 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 theses 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