

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Animo College Preparatory Academy

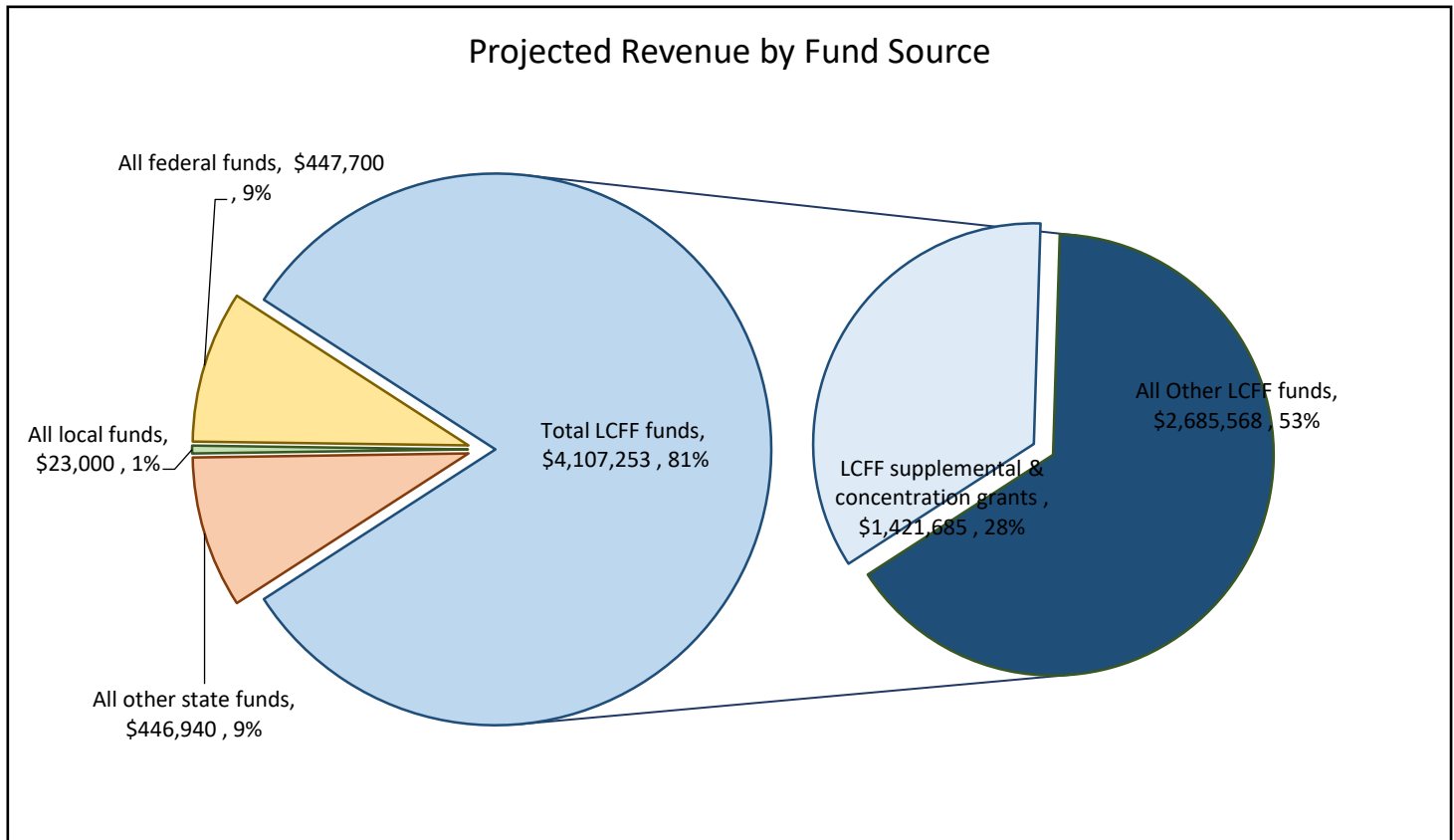
CDS Code: 19-64733-0124883

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

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

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

Budget Overview for the 2019-2020 LCAP Year

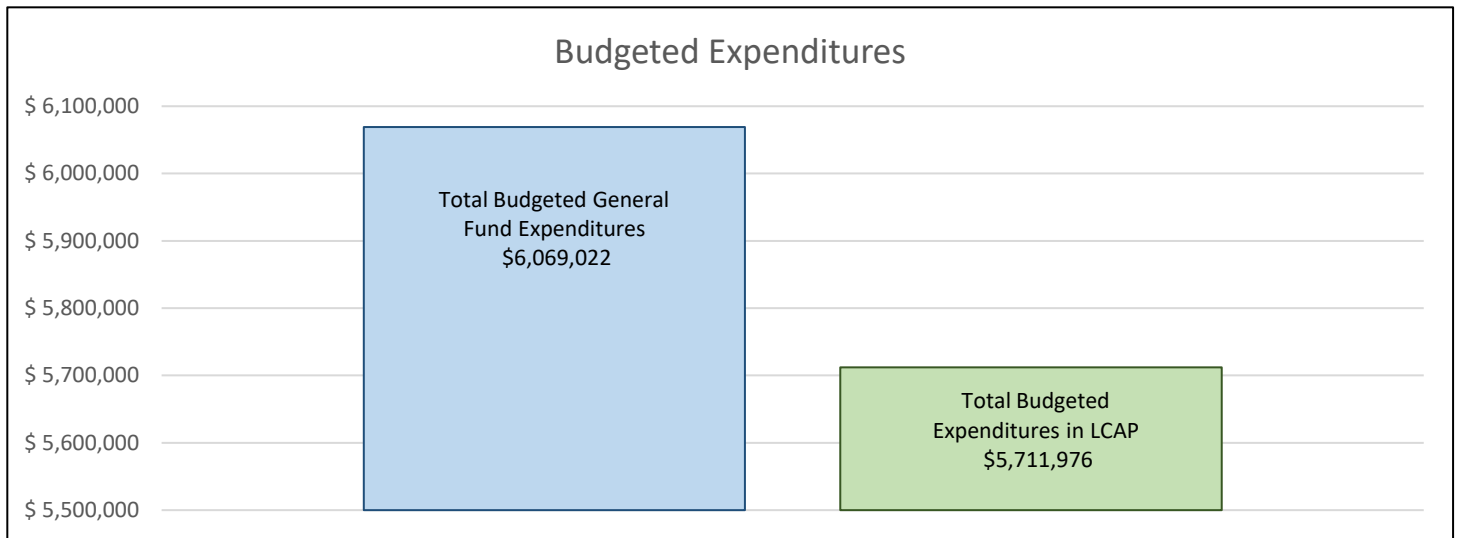


This chart shows the total general purpose revenue Animo College Preparatory Academy expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The total revenue projected for Animo College Preparatory Academy is \$5,024,893.07, of which \$4,107,253.22 is Local Control Funding Formula (LCFF), \$446,939.92 is other state funds, \$23,000.00 is local funds, and \$447,699.93 is federal funds. Of the \$4,107,253.22 in LCFF Funds, \$1,421,685.36 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

Animo College Preparatory Academy plans to spend \$6,069,021.61 for the 2019-2020 school year. Of that amount, \$5,711,975.56 is tied to actions/services in the LCAP and \$357,046.05 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

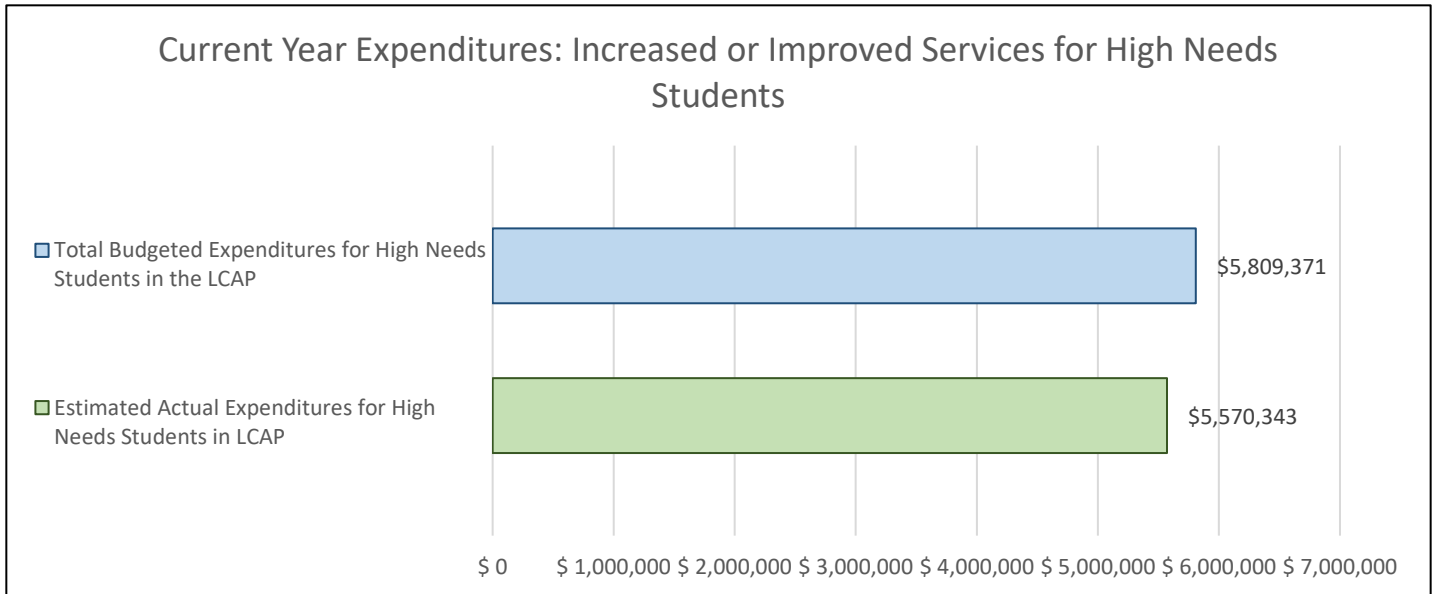
Increased or Improved Services for High Needs Students in 2019-2020

LCFF Budget Overview for Parents

In 2019-2020, Animo College Preparatory Academy is projecting it will receive \$1,421,685.36 based on the enrollment of foster youth, English learner, and low-income students. Animo College Preparatory Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Animo College Preparatory Academy plans to spend \$5,514,341.21 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-2019, Animo College Preparatory Academy's LCAP budgeted \$5,809,370.66 for planned actions to increase or improve services for high needs students. Animo College Preparatory Academy estimates that it will actually spend \$5,570,342.93 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$239,027.73 had the following impact on Animo College Preparatory Academy's ability to increase or improve services for high needs students:

Overall, the school was effective in implementing the services to meet its LCAP goals. The discrepancy between budgeted expenditures and actual expenditures stems largely from the LEA updating its calculations to be more accurate. The school used other resources to supplement services for high needs students. Additionally, the LEA has increased and improved services for high needs students by adhering to the following framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting Leadership and Life Skills.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Animo College Preparatory Academy	Annette Gonzalez, Chief Academic Officer	angonzalez@greendot.org ; 323-565-1600

2017-20 Plan Summary

The Story

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

Ánimo College Preparatory Academy (Ánimo College Prep) believes all students can learn regardless of their socioeconomic standing or academic history. We are committed to providing a high quality education that meets students where they are, challenges them and ensures they are prepared for college, leadership and life.

Ánimo College Prep is a charter public school that is part of the Green Dot Public Schools California charter management organization. Through a collaboration with the Los Angeles Unified School District, Ánimo College Prep and the Partnership for Los Angeles Schools serve the entire David Starr Jordan High School attendance boundary in the community of Watts. Ánimo College Prep began its work on the Jordan campus in 2012.

Ánimo College Prep currently serves 520 students in grades 9 – 12. 97% of students are eligible for free or reduced lunch, 14% are students with disabilities, and 25% are English Learners. 87% of students identify as Latino and 12% of students identify as African American. The school is committed to creating a positive school culture that prepares students for college, leadership and life.

LCAP Highlights

The LCAP helped Ánimo College Prep identify some areas of strength and areas that need improvement. Ánimo College Prep has seen a significant increase in our overall graduation rate by 9.5%. We have also experienced a significant decrease in our cohort dropout rate. Our College and Career indication on the California Dashboard indicated a 2.7% increase. Ánimo College Prep saw improvement in the percent of students who met or exceeded the standard in English language arts and math on the statewide assessment, as well as the percent of graduates who passed an Advanced Placement exam. Additionally, Ánimo College Prep's LCAP uncovered a number of metrics indicating the school had established a strong school culture including multiple opportunities for parent engagement.

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

Ánimo College Prep saw growth in graduation rates overall (+ 9.5%) and among each of our significant subgroups. African American students saw an increase in graduation rate, moving up 5.3% and Hispanic 12.1%. We believe that contributing factors included differentiated experiences in advisory classes and the efforts of our counseling team to support our students academically, socially, and emotionally. In addition, teaching staff have adopted a mastery approach to grading, allowing students who have been behind academically multiple opportunities to demonstrate learning and achievement. Ánimo College Prep will continue implementing these efforts to improve our outcomes.

According to the California Dashboard, 24% of our students are designated as “prepared” on the College and Career indicator. This is an increase of 2.7% from the prior year. This increase includes our English Language Learners that increase by 4%.

We have also seen growth and met our goal of increasing Math performance on SBAC from 6% to 9% of students meeting or exceeding standards.

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

Ánimo College Prep's highest priority must be to increase our academic achievement outcomes. Although there was a slight increase in performance, these outcomes are a primary concern for us in terms of school improvement. However, the outcomes do not reflect the strong work of the school in student growth. Students average more than a year of growth on iReady (math skills) at 14.2 points per year. Reading Inventory shows student growth of 79 points per year on average, representing a gain of more than a year on average. The rate of English Learner growth and achievement is an area of great need. When the Reading Inventory data is categorized by subgroups, it is important to recognize that our students who are English Learners are not making the same gains as our other subgroups. This should be noted as an area of growth for our academic program. Additionally, students with special needs are experiencing far less growth in reading when compared to the general student population. Students with disabilities are also experiencing a much high rate of chronic absenteeism when compared with their peers

In the last four school years, our school has experienced challenges with respect to our school attendance. It goes without saying that it is extremely important for our students to be here every day. Looking closely at the data, either by grade level or subgroup, this decreasing ADA trend is present in all groups. In addition, our African American, English Learner, and Special Education students have historically had lower ADA rates than the school average. In the 2017-18 school year, the ADA rates for each subgroup was 87.7%, 89.1%, and 88%, respectively.

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 data indicate that we need to make critical moves that will ensure a greater percentage of our students have the opportunity and knowledge necessary to gain access to college. ACPA staff will focus on increasing the number of students who graduate college-ready by teaching and providing the information, supports, and access necessary for scholars to be prepared for college by doing the following:

- Monitor student course programming to ensure all students complete college A-G admissions requirements
- Increase credit recovery options for students in all grades through APEX, summer school, and repeating courses
- Codify strategic plan for increasing college readiness with monthly goals throughout the school year
- Continue to unit/lesson plan with College Ready & Career Standards in all classes (standard, AP/honors & intervention classes)
- Vertical plan units in all content classes aligned to high-stakes federal and state assessments
- In advisory, institute a 4 year college readiness tracking system for students to conduct routine grade checks and to track and monitor their progress

The data indicate that students are not academically performing or reading at grade level. We need to make a consistent effort at strengthening literacy skills and exposing students to a variety of rigorous opportunities to practice and perform at grade level. ACPA staff will create a culture of vertically aligned rigorous learning experiences, which are standard and grade level aligned by producing independent, literate learners who are productively struggling in their zone of proximal development. As such, we have created goals around increasing the percentage of students who meet the standard in ELA and Math, exceed the standards in Math and English on the SBAC, increase lexile growth, and provide professional development, coaching and collaboration around strengthening the rigor of classroom instruction focusing on cognitive engagement through academic discourse, questioning, and group structures

The data indicate that we need to target the achievement gap for two of our subgroups: English Learners and Special Education students. These two groups are the lowest performing in terms of pass/ fail data and SBAC achievement in both ELA and Math. ACPA staff will increase/develop scaffolds for Emerging Bilingual and Special Education students to reduce the achievement gap between those subgroups and their peers by focusing on professional development that includes coaching, feedback, and modeling for teachers to develop skills to scaffold rigorous content tailored to student needs. Our goals are the following:

- Program EL and SpEd students into appropriate classes based on learning needs
- Allocate fiscal resources to EL & SpEd supports
- Ongoing observations and coaching meetings by administrators and ILT (department chairs) specific to backwards planning and designing curriculum to meet the needs of EL & SpEd students
- Ongoing professional development to refine teacher practice in Integrated ELD & differentiated and Accommodated instruction

Comprehensive Support and Improvement

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

Schools Identified

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

Animo College Preparatory Academy

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

Ánimo College Preparatory Academy (ACPA) was developed in collaboration with the community that had requested a Green Dot Public Schools California (GDPSC) high school in their neighborhood. In response to the CSI designation, GDPSC conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety.

The needs assessment, which solicited input from teacher, student, parent and administrator stakeholder groups, informed a comprehensive plan that will ensure ACPA is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students.

The LEA provided many opportunities for parents and school site staff to provide input on the plan including through student orientation, Coffee with Principal, parent conferences and other meaningful two-way conversations. This engagement included parents with limited English proficiencies, parents of migrant students, English Learners and students with disabilities.

In particular, the LEA has engaged stakeholders in identifying activities to develop their CSI plan through the School Advisory Committee (SAC). The SAC is composed of administrators, at least 2 parents, at least 2 teachers and students, and meets on a monthly basis for at least an hour through the school year. The SAC has and will continue to analyze multiple data sets which include student academic data, internal student growth data, school culture data and graduation rates. Additionally, the SAC reviews school's strategic plan including Local Control Accountability Plan (LCAP), monitors its implementation throughout year, and provides numerous opportunities for students and parents to contribute to school's operations. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities.

The Green Dot Board of Directors, which meets on a bi-monthly basis, reviews academic updates from the schools and progress towards goals set in the strategic plan. The Board also reviews the initial plans once drafted.

Based on the needs assessment and a review of the previous year's LCAP, the LEA identified adopting a comprehensive Literacy Intervention program, Read 180 which utilized the Reading Inventory to measure Lexile and comprehensive Math Intervention program, i-ready, which measures Math growth with an i-ready scale score as priorities. As a result, the school has a schedule of intervention and accelerations courses available to students based on their needs. The core curriculum for the schools was selected using Ed Report to ensure the alignment to grade level standards, English Language Arts classes use My Perspectives and Illustrative Math for Math. Students ready for acceleration in the upper grades are enrolled in Advanced Placement courses using resources recommended by the College Board. For example, students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on this assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development (ELD), Special Needs/Academic Success, etc.

To achieve the intended outcomes of ensuring academic growth by at least 1 year, the LEA set the following overarching program goals:

- Adopt a comprehensive Literacy Intervention program that includes additional Literacy Intervention courses at each grade level - with explicit entrance and exit criteria - to ensure students reach college readiness and to offer additional Literacy Enrichment courses - with explicit entrance and exit criteria -
- Offering targeting services and programs to lowest-performing student groups including students in 11th grade with a lexile score of 950 or below participate in an intensive reading intervention program (System 44 or Read 180)
- Adopt a comprehensive Intervention program that includes additional Math Intervention courses - with explicit entrance and exit criteria - to ensure students reach college readiness at each grade level (I- ready)
- Offering extended learning time in addition to grade level Math and literacy course (ERWC, Composition courses)
- Adopting a core curriculum vetted by Education Reports

In addition to the comprehensive Literacy Intervention program and comprehensive Math Intervention program, the LEA has also determined that an area of focus is improving the. The school has outlined the following initiatives:

Extended Semester Mastery (ESM) Program – Creates an extended semester for 9th, 10th and 11th Graders for ELA, Math, History and Science by adding select Saturdays in January and February and one week in 4-year cohort graduation rates June. This will provide 12 hours of additional targeted power standards and reassessment for students who have been at school more than 90% of the school year but earned a D or F.

Academic Mastery Program (AMP) - 9th and 10th graders who fail a formative or summative assessment will be assigned to an after school reteaching and reassessment intervention that will allow them to improve their performance and grades, thereby, reducing the number of students who need to retake a class. AMP will target ELA, math and science in 9th and 10th grades. The identification of students will take place through the grade level teams who monitor student achievement data in their monthly Professional Learning Community (PLC). These PLC are adopted as part of a research based practice.

African American Achievement Specialist - Given graduation and college acceptance rates for AA students, the LEA will invest in a three-year position aimed at improving supports and outcomes. This position will case manage all 9th and 10th grade AA students - grades, attendance and behavior monitoring. The specialist will use academic data including Lexile, i-ready scale score, grades and California Healthy Kids Survey (validated by West Ed) data to provide insight into individual mentoring and strategic programs for all students in this subgroup.

The LEA has not determined any resource inequities. During the needs assessment, the school reviewed current programming on the master schedule and additional interventions (After School Programs, Summer Bridge, office hours) to ensure that all resources were available to all students.

Inequities were not identified, however, given the subgroup gaps for our English Language Learners and African American students, additional resources were identified to supplement what is currently being offered. One of the current counselors on staff will prioritize supporting the ELD Program and an African –American Support Specialist was hired to provide additional support to students.

Monitoring and Evaluating Effectiveness

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

At least quarterly evaluate effectiveness by teachers and school administrators of the comprehensive Literacy Intervention program, Read 180, comprehensive Math Intervention program, - I ready and programs related to increasing school graduation rates. These intervention programs provide time on software data, lessons passed, and growth data that will be available on a weekly basis for the school site leadership to review. Once every 6 weeks the principal will participate in a data cohort call to monitor this data in collaboration with other Green Dot school leaders, the Chief Academic Officer and Vice President of Schools and Vice President of Curriculum and Programs. The calls in include data analysis, reflection and action planning that is monitored by the Area Superintendent over the 6 week cycle for implementation.

The evaluation will utilize diagnostic and interim data to determine student placement, academic progress and attendance rates. Instructional materials and strategies will be adopted to meet specific student academic needs. The school will adhere to an instructional materials adoption process that ensures that materials align with appropriate standards, ensures that materials are vertically aligned across grade levels, ensures that materials offer multiple opportunities for students to master standards and ensures that students are given college-ready writing and critical reading skills.

Further, the LEA will utilize the SAC (a combination of teachers, administrators, parents and students) to progress monitor activities similar to its LCAP monthly. The SAC has a standing monthly meeting. Teachers

will also progress monitor instructional priorities and culture goals through department, grade level and the school culture team. The department team will analyze student progress on formative and summative assessments through the ELA curriculum, My Perspectives and Math curriculum, Illustrative Math. Teachers will meet weekly in their department as a Professional Learning Community (PLC) to plan, analyze data and create re-teach plans to support student mastery of standards. The grade level team will monitor D/F data to ensure that students are tacking towards passing classes and the standards of the A- G graduation requirements. Grade level teams will work counselors to contact parents, schedule Student Success Teams and provide individual mentorship to students as needed. The School culture team will monitor chronic absenteeism and suspension data to ensure that students are in-school and ready to learn. The School Culture team will also analyze the California Healthy Kids Survey, (West Ed) to use student feedback to support a positive and school safe environment. Support will be available from Green Dot's Education team who will ensure data disaggregated by subgroup is available to inform real-time responses to data. All data will be disaggregated by the following subgroups, English Language Learners, Special Education students, and African-American students. The Green Dot Board of Directors will monitor progress towards outcomes. The LEA hopes to partner with external service providers that have a proven history of successfully meeting the needs of similar student populations. Any external service provider identified will go through an extensive selection process before a partnership is confirmed. The selection process will include analysis of outcomes with other partners serving similar school communities and a site-based screening with multiple stakeholders.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Provide Basic Services:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8
Local Priorities:

Annual Measureable Outcomes

Expected	Actual
1. 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.	100% of teachers were fully credentialed in the subject areas and for the pupils they taught.
2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks.	100% of ELA and Math teachers had access to standards-aligned materials though online curricular resources on the internal platform.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Human Resources <ul style="list-style-type: none"> Green Dot Human Resources and Human Capital reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources and Human Capital work with employees on appropriate renewals for credentials and other requirements 	Human Resources <ul style="list-style-type: none"> Green Dot Human Resources and Human Capital reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources and Human Capital work with employees on appropriate renewals for credentials and other requirements 	\$42,755	\$41,041

Action 2

Academic – Curriculum Design <ul style="list-style-type: none"> Curriculum Directors and 	Academic – Curriculum Design <ul style="list-style-type: none"> Curriculum Directors and 	\$ 561,384	\$543,302
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<p>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</p> <ul style="list-style-type: none"> • Green Dot Education Team and school staff (e.g., administrators, teachers) are engaged in curriculum development via surveys, professional development and working groups • Textbooks and classroom materials are tracked using online system to ensure access for all students • Interim assessments align to Common Core standards and are available for all core teachers 	<p>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</p> <ul style="list-style-type: none"> • 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 		
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Action 3

<p>Academic – Interim Assessments</p> <ul style="list-style-type: none"> • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to 	<p>Academic – Interim Assessments</p> <ul style="list-style-type: none"> • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Green Dot interim assessments are aligned to both Common Core content standards and Literacy 	\$ 208,507	\$ 201,778
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<p>expose students to structure and format of the CAASPP</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction with interventions using the Green Dot Multi-Tiered System of Supports framework 	<p>standards to expose students to structure and format of the CAASPP</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction with interventions using the Green Dot Multi-Tiered System of Supports framework 		
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Action 4

<p>Academic – Master Scheduling & Staffing:</p> <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math 	<p>Master Scheduling & Staffing</p> <ul style="list-style-type: none"> Administrators utilized data to assess student course progress and placed students in appropriate classes for the upcoming year The master schedule reflected an emphasis on Common Core curriculum and provides appropriate 	\$1,150,207	\$1,118,848
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<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 		
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Action 5

Operations: <ul style="list-style-type: none"> • Annual facility inspections by Green Dot Operations staff • Regular facility inspections and audits by school staff and Facilities team • School maintenance and repairs provided by Green Dot Operations staff and external providers • Expenses such as rent, building maintenance and supplies were covered as the charter school must lease or purchase facilities 	Operations <ul style="list-style-type: none"> • Annual facility inspections by Green Dot Operations staff • Regular facility inspections and audits by school staff and Facilities team • School maintenance and repairs provided by Green Dot Operations staff and external providers • Expenses such as rent, building maintenance and supplies were covered as the charter school must lease or purchase facilities 	\$646,969	\$635,963
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Analysis

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 2

Proficiency for All:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

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

All Students	24% or greater than state average
Low Income	25% or greater than state average
Latino	26% or greater than state average
African American	18% or greater than state average

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

All Students	24%
Low Income	25%
Latino	25%

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

All Students	7% or greater than state average
Low Income	7% or greater than state average
Latino	8% or greater than state average
African American	1% or greater than state average

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

All Students	9%
Low Income	10%
Latino	10%

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

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

10. Increase percent of EL students who reclassify as Fully English Proficient

15% of English Learners reclassified as Fully English Proficient.

11. Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency Assessments for California (“ELPAC”) annual assessment

N/A for This Year

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have Tiered supports to meet their needs • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP • Green Dot adopted the Carnegie 	<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have Tiered supports to meet their needs • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP • Green Dot adopted the Carnegie 	\$734,853	\$582,041

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

<p>Supports for EL Students:</p> <ul style="list-style-type: none"> Appropriate Designated and Integrated English Learner Development (ELD) courses are offered based on student needs An EL resources page is online to support teachers A Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and each teacher and administrator received a hard copy to reference when planning instruction for ELs Each school site has an Administrator Over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassified as fully English proficient (RFEP) progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. 	<p>Supports for EL Students:</p> <ul style="list-style-type: none"> Appropriate Designated ELD courses are offered based on student needs An EL resources page is online to support teachers A Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and each teacher and administrator received a hard copy to reference when planning instruction for ELs Each school site has an Administrator Over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. EL Leads on each campus support their school site with ELD professional development, EL and reclassification 	\$ 10,362	\$ 10,147
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<ul style="list-style-type: none"> • EL Leads on each campus support their school site with ELD professional development, EL and RFEP progress monitoring and District English Language Advisory Council (DELAC)/parent engagement. • Literacy, Quarterly Progress Monitoring and ELPAC dashboards are used to monitor ELPAC scores, student performance in ELA classes, D/F data, attendance and Lexile growth • Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit language instruction to best support those students 	<p>progress monitoring and DELAC/parent engagement.</p> <ul style="list-style-type: none"> • Literacy, Quarterly Progress Monitoring and ELPAC dashboards are used to monitor ELPAC scores, student performance in ELA classes, D/F data, attendance and Lexile growth • Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit language instruction to best support those students 		
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Action 3

<p>Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan 	<p>Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students with Individualized Education Plans receive educational services in the least restrictive environment per the designation of this plan • In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their 	\$588,512	\$ 568,490
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disability, by implementing special ed. services through a blended model.

- The leadership team works with lead teams, teachers, office staff, school psychologist, counselors, special ed. aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of student with disabilities.
- The master schedule reflects the needs of the special education population and class offerings, and program models (i.e. co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction) all are carefully reviewed to meet the needs of students who require specialized support in the least restrictive environment in accordance to their Individual Education Program.
- The LEA has a Special Education Program Administrator and a site level leader who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the

	<p>review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services.</p> <ul style="list-style-type: none"> • Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports. • Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. peers. 		
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Action 4

Supports for High Achieving Students: <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	Supports for High Achieving Students: <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	\$95,034	\$92,848
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Action 5

Credit Recovery: <ul style="list-style-type: none"> • ELA and Math intervention courses 	Credit Recovery: <ul style="list-style-type: none"> • ELA and Math intervention courses 	\$137,015	\$134,370
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<p>(Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit 	<p>(Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit 		
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Action 6

<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been 	<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been 	\$673,609	\$ 655,246
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<p>provided to all teachers on the Common Core literacy standards</p> <ul style="list-style-type: none"> Professional development has been provided to core content teachers to transition to Common Core content standards Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies Professional development will be provided to teachers around identifying EL students within their classes as well as how to implement rigorous instruction for Integrated ELD with appropriate scaffolds and language instruction based on Green Dot's Integrated ELD Principles Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP 	<p>provided to all teachers on the Common Core literacy standards</p> <ul style="list-style-type: none"> Professional development has been provided to core content teachers to transition to Common Core content standards Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies Professional development will be provided to teachers around identifying EL students within their classes as well as how to implement rigorous instruction for Integrated ELD with appropriate scaffolds and language instruction based on Green Dot's Integrated ELD Principles Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP 		
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Action 7

<ul style="list-style-type: none"> Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to 	<p>Interim Assessments</p> <ul style="list-style-type: none"> Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year Green Dot interim assessments are aligned to both Common Core 	\$3,960	\$3,863
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<p>expose students to structure and format of the CAASPP</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction Student assessment results are analyzed to determine which interventions to implement using the Multi-Tiered System of Supports framework 	<p>content standards and Literacy standards to expose students to structure and format of the CAASPP</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction Student assessment results are analyzed to determine which interventions to implement using the Multi-Tiered System of Supports framework 		
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Action 8

<p>Test Preparation:</p> <ul style="list-style-type: none"> School incorporates test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessments 	<p>Test Preparation:</p> <ul style="list-style-type: none"> School incorporates test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessments 	\$17,665	\$ 17,102
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<ul style="list-style-type: none"> • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs 	<ul style="list-style-type: none"> • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Schools utilize the online test preparation resources available through the California Department of Education to supports students for assessments. 		
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Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services. The LEA negotiated rates for new instructional materials that were lower than the conservative budget numbers. The LEA had vacancies in the Ed team curriculum team and lower than anticipated costs.

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

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

Goal 3

Prepared for college, leadership and life

- 12. Increase the percent of graduates that successfully complete A-G course requirements.
- 13. Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.
- 14. Increase EAP passage rates in ELA.
- 15. Increase EAP passage rates in Math.
- 16. Maintain low cohort dropout rates at lower than previous year or less than 8%.
- 17. Increase graduation rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measureable Outcomes

Expected

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

All Students	Greater than 70%
Low Income	Greater than 70%
Latino	Greater than 70%
African American	Greater than 70%

Actual

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

All Students	60%
Low Income	60%
Latino	65%

English Learners	Greater than 70%
Students with Disabilities	Greater than 70%

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

All Students	22%
Low Income	22%
Latino	26%

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

All Students	59%
Low Income	59%
African American	0%
Latino	61%

14. Increase EAP passage rates in ELA.

All Students	5%
Low Income	5%
Latino	3%
African American	12%

Increase EAP passage rates in ELA.

All Students	8.4%
Low Income	8.6%
Latino	7.7%

15. Increase EAP passage rates in Math.

Increase EAP passage rates in Math.

All Students	0.9%
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All Students	1%
Low Income	1%
Latino	2%
African American	1%
English Learners	1%
Students with Disabilities	1%

Low Income	0.9%
Latino	1.0%

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

All Students	Less than 8%
Low Income	Less than 8%
Latino	Less than 8%
African American	Less than 8%
English Learners	Less than 8%
Students with Disabilities	Less than 8%

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

All Students	11%
Low Income	11%
Latino	11%
English Learners	21.9%

17. Increase graduation rates.

All Students	Greater than 85%
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Increase graduation rates.

All Students	79.2%
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Low Income	Greater than 85%
Latino	Greater than 85%
English Learners	Greater than 85%

Low Income	79.2%
Latino	82.4%
English Learners	59.4%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Curriculum: <ul style="list-style-type: none"> Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma Provided recommended application process to all schools to ensure that all students have access to AP courses Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress 	Curriculum: <ul style="list-style-type: none"> Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma Provided recommended application process to all schools to ensure that all students have access to AP courses Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress 	\$ 318,100	\$365,405

Action 2

Professional Development <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	Professional Development: <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	\$ 82,366	\$ 80,357
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Action 3

Counseling: <ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy • Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services 	Counseling: <ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy • Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services or a community partner providing services 	\$ 102,878	\$100,368
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Action 4

Test Preparation: <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	Test Preparation: <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	\$ 97,665	\$ 95,283
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<ul style="list-style-type: none"> • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams 	<ul style="list-style-type: none"> • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams 		
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Action 5

Parent Involvement: <ul style="list-style-type: none"> • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students 	Parent Involvement: <ul style="list-style-type: none"> • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students 	\$8,738	\$8,525
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Analysis

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

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

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

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

School will analyze AP participation and passage rate to identify next steps. Next steps may include increased training for teachers, collaboration with other AP teachers and increased recruitment of students for AP courses.

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

The school will continue to work with all students to progress monitor towards graduation beginning in the 9th grade. Counselors will do intensive work with 11th and 12th graders to ensure credit recovery options are available and students are on track.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services. The LEA increased personnel costs for both teachers and counselors.

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

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

Goal 4

Focus on school culture:

18. School will maintain high Average Daily Attendance (“ADA”) at a rate greater than 90%.
19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.
20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.
21. School will maintain a low annual expulsion rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected

18. School will maintain a high Averaged Daily Attendance (“ADA”) at a rate greater than 90%.

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

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

Actual

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

All Students	90.1%
Low Income	90.5%
African American	87.7%
Latino	90.5%
English Learners	89.1%
Special Education	88.0%

School will decrease student chronic absenteeism rate.

All Students	Less than 30.4%
Low Income	Less than 29.5%
Latino	Less than 29.8%
African American	Less than 34.8%
English Learners	Less than 31%
Students with Disabilities	Less than 41.8%

All Students	32.6%
Low Income	32.5%
African American	46.5%
Latino	30.7%
English Learners	31.9%
Special Education	36.2%

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

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

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

All Students	8.8%
Low Income	9.0%
African American	28.0%
Latino	0.0%
English Learners	5.2%
Special Education	11.8%

21. School will maintain a low annual expulsion rate.

School will maintain a low annual expulsion rate.

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

All Students	0.2%
Low Income	0.0%
African American	1.2%
Latino	0.0%
English Learners	0.0%
Special Education	0.0%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attendance:</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	<p>Attendance</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies 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 	\$11,326	\$11,050

	judicial system <ul style="list-style-type: none"> • Incentives, including but not limited to certificates, merit events, free dress or snacks are given to students with perfect or most improved attendance 		
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Action 2

School Culture Team: <ul style="list-style-type: none"> • School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The School Culture Team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • 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 	School Culture Team: <ul style="list-style-type: none"> • School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment and restorative communities for staff and students • The School Culture Team meets bi-monthly and attends four trainings per year provided by the School Culture Specialist • A collection of school culture data dashboards has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot has a comprehensive 3-tiered discipline matrix that 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 	\$ 66,401	\$65,438
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<p>ensure all students receive due process pending expulsion</p> <ul style="list-style-type: none"> • Green Dot provides universal, as well as Tier 2 and 3, interventions to support student behavior • Green Dot provides professional development to schools to implement positive behavior intervention and supports as a Tier 1 support 	<p>campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion</p> <ul style="list-style-type: none"> • Green Dot provides universal, as well as Tier 2 and 3, interventions to support student behavior • Green Dot provides professional development to schools to implement positive behavior intervention and supports as a Tier 1 support • Green Dot provides a school culture specialist to support schools as needed on projects and initiatives that strengthen school relationships to foster restorative communities and strong systems and processes 		
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Action 3

<p>Response to Intervention and Multi-Tier System of Support:</p> <ul style="list-style-type: none"> • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Students receive tiered interventions with the goal of supporting student success • School leaders and teachers receive professional development to develop and implement Multi- 	<p>Response to Intervention and Multi-Tier System of Support:</p> <ul style="list-style-type: none"> • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Students receive tiered interventions with the goal of supporting student success • School leaders and teachers receive professional development to develop and implement Multi-Tier System of 	\$65,114	\$ 62,963
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Tier System of Support at the school	Support (MTSS) at the school, Including the analysis of the CA Healthy Kids survey to inform next steps on site.		
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Action 4

Discipline Policy and Matrix: <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion • The school implements a positive behavior intervention and support as a universal support for students to reach behavior goals 	Discipline Policy and Matrix: <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion • The school implements a positive behavior intervention and support as a universal support for students to reach behavior goals 	\$149,876	\$ 145,845
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Analysis

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

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

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

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

The goal for Average Daily Attendance is 90%. In order to increase ADA for these subgroups, the school will utilize the counselor and Parent Coordinator to provide targeted intervention for students who have excessive absences through phone calls, parent conferences and home visits as needed.

School will continue to utilize the SART process and will provide additional opportunities to engage with families on discipline, academics and attendance in the next school year. The school has begun an initiative to focus on African American students to provide them with additional supports.

School will continue to work with its School Culture team to provide interventions to its most wanting students. The School Culture team will focus on Response to Intervention/Multi-Tier System of Services (RTI/MTSS) to ensure that the school has interventions that support students at all tiers. The school will also continue to build out its alternatives to suspension. The school will partner with a School Culture Specialist (from the Home Office) for additional support with the School Culture team on professional development, student incentives and restorative practices.

School will continue to work with its School Culture team to provide interventions to its most wanting students. The School Culture team will focus on Response to Intervention/Multi-Tier System of Services (RTI/MTSS) to ensure that the school has interventions that support students at all tiers. The school will also continue to build out its alternatives to suspension. The school has also entered a partnership to train the staff on Restorative Practices. The school has begun an initiative to focus on African American students to provide them with additional supports with an emphasis on mentorship programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

N/A

Goal 5

Parent, Student and Community Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
22. At least 2 parents will serve on the SAC.	At least two parents served on the School Advisory Council (“SAC”).
23. At least 2 parent activities or events will be held per semester.	The school held at least two parent activities or events per semester.
24. School will receive at least an 80% score on the survey question: “Would you recommend this school to a friend?”	86% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement and Participation: <ul style="list-style-type: none">Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)	Parent Engagement and Participation: <ul style="list-style-type: none">Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)	\$58,530	\$ 74,331

<ul style="list-style-type: none"> • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal) • School offered Parent Academy/trainings for interested families 	<ul style="list-style-type: none"> • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal) • School offered Parent Academy/trainings for interested families 		
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Action 2

Communications: <ul style="list-style-type: none"> • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education 	Communications: <ul style="list-style-type: none"> • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education 	\$15,990	\$15,600
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Action 3

Community Partnerships: <ul style="list-style-type: none"> • School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services 	Community Partnerships: <ul style="list-style-type: none"> • School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services 	\$169,762	\$139,780
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Analysis

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services. The LEA experience higher than expected community outreach expenses. The LEA increase personnel costs for both teachers and counselors. The LEA reallocated expenses from goal 5.3 to goal 5.1.

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

N/A

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

During the 2018-19 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts began in the fall of 2018 when the School Principal and Operations and Finance Manager reviewed the 2018-19 LCAP with the School Advisory Council ("SAC"). Since the first SAC meeting, the Principal referred to the LCAP and its goals during subsequent SAC meetings to ensure the LCAP was kept top of mind. The SAC is comprised of administrators, teachers, counselors, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot's certificated staff.

The Green Dot Public Schools Home Office ("Green Dot Home Office"), including members of the Education, Knowledge Management, Policy & Public Affairs, Finance & Accounting and Operations teams, provided the School with updated data for each goal to help monitor and track progress for the 2019-20 Annual Update in May of 2019. The Principal reviewed the updated data with the SAC and reflected on changes from the previous year.

In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the 2019-2020 Three-Year LCAP, taking into account the progress identified on the Annual Updates, revisions to actions/services, and updates to future expenditures. The 2019-20 LCAP was presented to the School Advisory Council during the May 2019 SAC meeting. The SAC reviewed the LCAP, including areas in the Annual Update where targets were missed, and provided feedback on additional actions/activities to address these areas in the future.

Afterwards, the SAC approved the 2019-20 LCAP. The Green Dot Home Office reviewed the 2019-20 Annual Updates across all Green Dot schools to identify trends, achievements and areas for improvement. This information was also shared with the Green Dot's Board of Directors Education Committee on May 28, 2019, which includes the President of the Asociación de Maestros Unidos.

The School LCAP was presented to the Green Dot Governing Board on June 28, 2019 for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education on June 28, 2019. The Green Dot Home Office, School Leadership and SAC will regularly monitor and evaluate progress made towards the School's LCAP goals.

Impact on LCAP and Annual Update

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

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified Goal

Goal 1

Provide Basic Services:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities:

Identified Need:

To provide and maintain Basic Services for students and schools.

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they teach.	94% compliant	100% compliant	100% compliant	100% compliant
2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks.	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks	100% of ELA and Math teachers will use standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks
3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog.	<ul style="list-style-type: none"> - 100% of high school courses were reviewed and approved in the Green Dot Course Catalog - Master schedules reflect that students are enrolled in and have access to a broad range of courses that are 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are 	<ul style="list-style-type: none"> - 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs

Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.	appropriate for student needs	appropriate for student needs	appropriate for student needs	
4. The school will offer at least one Physical Education Course.	The school offers 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
5. The school will offer at least one visual and performing art (VAPA) elective.	School offered at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective	School will offer at least one visual and performing art (VAPA) elective
6. The school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar	N/A – District manages the facility	Greater than 90%	Greater than 90%	Greater 90%

repair.				
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Planned Actions / Services

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Human Resources:

- Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with

2018-19 Actions/Services

Human Resources:

- Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with

2019-20 Actions/Services

Human Resources:

- Green Dot's Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained
- Green Dot Human Resources works with

employees on appropriate renewals for credentials and other requirements <ul style="list-style-type: none"> Green Dot recently implemented an improved system to automate employee lifecycle process (HRIS) 	employees on appropriate renewals for credentials and other requirements <ul style="list-style-type: none"> Green Dot recently implemented an improved system to automate employee lifecycle process (HRIS) 	employees on appropriate renewals for credentials and other requirements <ul style="list-style-type: none"> Green Dot recently implemented an improved system to automate employee lifecycle process (HRIS)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,380	\$ 42,755	\$41,862
Source	LCFF	LCFF	LCFF
Budget Reference	Shared Service Allocation/Unrestricted	Centralized service costs	Centralized service costs

Action 2

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Academic - Curriculum Design:

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

2018-19 Actions/Services

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
- Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.

2019-20 Actions/Services

Academic - Curriculum Design:

- Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments
- 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
- Additionally, the LEA will use funds received from CSI and/or LPSBG to supplement the goals and priorities listed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$454,213	\$561,384	\$573,168
Source	LCFF	LCFF, CSI	LCFF, LPSBG, CSI
Budget Reference	Books, Educational Materials & Supplies	Books, Materials, Centralized education services and Personnel Expenses	Books, Materials, Centralized education services and Personnel Expenses

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Academic – 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

2018-19 Actions/Services

Academic – Interim Assessments:

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

2019-20 Actions/Services

Academic – Interim Assessments:

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

<ul style="list-style-type: none"> Interim assessments align to Common Core standards and are available for all core teachers Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction with interventions using Green Dot's multi-tier system of support framework 	<ul style="list-style-type: none"> Interim assessments align to Common Core standards and are available for all core teachers Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction with interventions using Green Dot's multi-tier system of support framework Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed. 	<ul style="list-style-type: none"> Interim assessments align to Common Core standards and are available for all core teachers Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction with interventions using Green Dot's multi-tier system of support framework Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.
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Budgeted Expenditures

Year	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Amount	\$59,750	\$ 208,507	\$224,814
Source	Title I, LCFF	LCFF, CSI	LCFF, CSI
Budget Reference	Testing and Exam Supplies and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 4

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

Students to be Served:

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

Location(s):

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

All Students	Entire LEA
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Academic – Master Scheduling & Staffing:

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

2018-19 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on 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)
- Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.

2019-20 Actions/Services

Academic – Master Scheduling & Staffing:

- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year
- Master schedule reflects an emphasis on Common Core curriculum and provides appropriate interventions for ELA and Math
- Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes
- The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)
- Additionally, the LEA will use funds received from CSI and/or LPSBG to supplement the goals and priorities listed.

Budgeted Expenditures

Year	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Amount	\$747,400	\$ 1,150,207	\$ 1,160,225
Source	Title I, LCFF	LCFF, CSI	LCFF, LPSBG, CSI
Budget Reference	Salaries – Teachers & Administrators	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 5

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Operations:

- Annual facility inspections will be conducted by Green Dot Operations staff
- Regular facility inspections and audits will be conducted by school staff and Facilities

2019-20 Actions/Services

Operations:

- Annual facility inspections will be conducted by Green Dot Operations staff
- Regular facility inspections and audits will be conducted by school staff and Facilities

<p>team</p> <ul style="list-style-type: none"> ● School maintenance and repairs will be provided by Green Dot Operations staff and external vendors ● Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities 	<p>team</p> <ul style="list-style-type: none"> ● School maintenance and repairs will be provided by Green Dot Operations staff and external vendors ● Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities 	<p>team</p> <ul style="list-style-type: none"> ● School maintenance and repairs will be provided by Green Dot Operations staff and external vendors ● Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$990,893	\$ 646,969	\$ 648,682
Source	LCFF	LCFF	LCFF
Budget Reference	Custodial & Facilities Maintenance	Centralized operations services	Centralized operations services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.
(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

- To increase the percent of students who score Met Standard and above on the SBAC assessment.
- To increase the percent of English Learners who achieve full English language proficiency.

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19		2019-20																		
7. Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually or outperform the state average.	<table><tr><td>All Students</td><td>34%</td></tr><tr><td>Low Income</td><td>34%</td></tr><tr><td>Latino</td><td>36%</td></tr></table>	All Students	34%	Low Income	34%	Latino	36%	<table><tr><td>All Students</td><td>35%</td></tr><tr><td>Low Income</td><td>35%</td></tr><tr><td>Latino</td><td>37%</td></tr></table>	All Students	35%	Low Income	35%	Latino	37%	All Students	24% or greater than state average	<table><tr><td>All Students</td><td>37% or greater than state average</td></tr><tr><td>Low Income</td><td>37% or greater than state average</td></tr><tr><td>Latino</td><td>39% or greater than state average</td></tr></table>	All Students	37% or greater than state average	Low Income	37% or greater than state average	Latino	39% or greater than state average
		All Students	34%																				
		Low Income	34%																				
		Latino	36%																				
		All Students	35%																				
Low Income	35%																						
Latino	37%																						
All Students	37% or greater than state average																						
Low Income	37% or greater than state average																						
Latino	39% or greater than state average																						
Low Income	25% or greater than state average																						
Latino	26% or greater than state average																						
African American	18% or greater than state average																						
8. Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually or outperform the state average.	<table><tr><td>All Students</td><td>6%</td></tr><tr><td>Low Income</td><td>6%</td></tr><tr><td>Latino</td><td>7%</td></tr></table>	All Students	6%	Low Income	6%	Latino	7%	<table><tr><td>All Students</td><td>7%</td></tr><tr><td>Low Income</td><td>7%</td></tr><tr><td>Latino</td><td>8%</td></tr></table>	All Students	7%	Low Income	7%	Latino	8%	All Students	7% or greater than state average	<table><tr><td>All Students</td><td>9% or greater than state average</td></tr><tr><td>Low Income</td><td>9% or greater than state average</td></tr><tr><td>Latino</td><td>10% or greater than state average</td></tr></table>	All Students	9% or greater than state average	Low Income	9% or greater than state average	Latino	10% or greater than state average
		All Students	6%																				
		Low Income	6%																				
		Latino	7%																				
		All Students	7%																				
Low Income	7%																						
Latino	8%																						
All Students	9% or greater than state average																						
Low Income	9% or greater than state average																						
Latino	10% or greater than state average																						
Low Income	7% or greater than state average																						
Latino	8% or greater than state average																						
African	1% or greater																						

			American	than state average	
9. School will meet the annual API Growth Target or equivalent.	API has not been calculated since the 2012-13 school year.	Meet or Exceed Growth Target	Meet or Exceed Growth Target	Meet or Exceed Growth Target	Meet or Exceed Growth Target
10. Increase percent of EL students who reclassify as Fully English Proficient.	Current year is baseline data. The student group was not statistically significant. As such, data is not reported.	Baseline +/-5% or greater	Prior year +/-5% or greater	15% +/- 5% or greater	
11. Increase percent of EL students scoring "Level 3" and "Level 4" on the English Language Proficiency Assessments for California ("ELPAC") annual assessment	Baseline data is not yet available.	Baseline +/-5% or greater	Prior year +/- 5% or greater	Baseline will be set in 2019-20 school year.	

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention) are offered at the 9th – 12th grade levels to ensure students below grade level have tiered supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards
- Professional development emphasizes the need to provide tiered interventions to support student success

2018-19 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

- ELA intervention courses (Literacy Intervention) are offered at the 9th – 12th grade levels to ensure students below grade level have tiered supports to meet their needs
- Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards
- Professional development emphasizes the need to provide tiered interventions to support student success
- Additionally, the LEA will use funds received from CSI to supplement the

2019-20 Actions/Services

Curriculum, Resources and Materials to Support Student Subgroups:

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

	goals and priorities listed.	<ul style="list-style-type: none"> Additionally, the LEA will use funds received from CSI and/or LPSBG to supplement the goals and priorities listed.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$126,071	\$ 734,853	\$ 612,682
Source	Title I	Title I, III, LCFF, CSI	Title I, III, LCFF, LPSBG, CSI
Budget Reference	Books, Educational Materials & Supplies	Books and Personnel expenses	Books and Personnel expenses

Action 2

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

Students to be Served:

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

Location(s):

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

English Learners	Entire LEA
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners	English Learners	English Learners
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Actions/Services

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

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

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

Modified	Modified	Modified
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2017-18 Actions/Services

Supports for EL Students:

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

2018-19 Actions/Services

Supports for EL Students:

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

2019-20 Actions/Services

Supports for EL Students:

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

	students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives to best support those students	students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit language instruction to best support those students <ul style="list-style-type: none"> Additionally, the LEA will use funds received from LPSBG to supplement the goals and priorities listed.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,443	\$10,362	\$10,350
Source	Title III	Title I, III, LCFF	Title I, III, LCFF, LPSBG
Budget Reference	EL Lead Stipend, Textbooks, and Sub Services for Training	Personnel expenses	Personnel expenses

Action 3

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

Students to be Served:

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

Location(s):

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

Students with Disabilities	Entire LEA
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students with Disabilities	Students with Disabilities	Students with Disabilities
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Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Students with Disabilities:

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

2018-19 Actions/Services

Students with Disabilities:

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

2019-20 Actions/Services

Students with Disabilities:

- Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan
- - In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model.
- The leadership team works with lead teams, teachers, office staff, school psychologist, counselors, special ed. aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of student with disabilities.
- The master schedule reflects the needs of the special education population and class offerings, and program models (i.e. co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction) all are carefully reviewed to meet the needs of students who require specialized support in the least

		<p>restrictive environment in accordance to their Individual Education Program.</p> <ul style="list-style-type: none"> • The LEA has a Special Education Program Administrator and a site level leader who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services. • Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports. • Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. peers.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$777,935	\$ 588,512	\$ 579,860
Source	IDEA, Title I	LCFF, SPED	LCFF, SPED
Budget Reference	Education Services and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Centralized operations services	Centralized operations services

Action 4

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

High Achieving Students:

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

2018-19 Actions/Services

High Achieving Students:

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

2019-20 Actions/Services

High Achieving Students:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$103,456	\$ 95,034	\$ 94,705

Source	LCFF	LCFF	LCFF
Budget Reference	AP Testing, Elective Classes	Centralized education services and testing expenses	Centralized education services and testing expenses

Action 5

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

Students to be Served:

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

Location(s):

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

All Students	Entire LEA
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A	N/A	N/A
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Actions/Services

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

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

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

Unchanged	Unchanged	Modified
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2017-18 Actions/Services

Professional Development:

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

2018-19 Actions/Services

Professional Development:

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

2019-20 Actions/Services

Professional Development:

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

<p>to core content teachers to transition to Common Core content standards</p> <ul style="list-style-type: none"> ● Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies ● Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students ● Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports ● Professional development emphasizes the need to provide tiered interventions to support student success 	<p>to core content teachers to transition to Common Core content standards</p> <ul style="list-style-type: none"> ● Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies ● Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students ● Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports ● Professional development emphasizes the need to provide tiered interventions to support student success 	<p>to core content teachers to transition to Common Core content standards</p> <ul style="list-style-type: none"> ● Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies ● Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD with language objectives and explicit language instruction to best support those students Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports ● Professional development emphasizes the need to provide tiered interventions to support student success ● Additionally, the LEA will use funds received from LPSBG to supplement the goals and priorities listed.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Prepare for college, leadership and life -- Salaries	\$137,015	\$137,057
Source	Title I	LCFF, Title II	LCFF, LPSBG, Title II
Budget Reference	Credit Recovery, Opportunities for Learning, APEX	Conferences, Centralized education services and personnel expenses	Conferences, Centralized education services and personnel expenses

Action 6

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Interim Assessments:

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

2018-19 Actions/Services

Interim Assessments:

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

2019-20 Actions/Services

Interim Assessments:

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$901,528	\$ 673,609	\$668,351
Source	Title II LCFF	LCFF, Title III, Title II	LCFF, Title III, Title II
Budget Reference	Employee Development & Educational Support and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year	Centralized education services	Centralized education services

Action 7

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the CAASPP
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CAASPP
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

2018-19 Actions/Services

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the CAASPP
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CAASPP
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

2019-20 Actions/Services

Interim Assessments:

- Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes
- Mock performance tasks are given in both ELA and Math to prepare students for the CAASPP
- Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CAASPP
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	'See Expenditure in Academic Interim Assessment	\$3,960	\$ 3,941
Source	Title I	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Interim Assessments	Centralized education services	Centralized education services

Action 8

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Test Preparation:

- School will incorporate test prep within the school day for all 10th grade

2018-19 Actions/Services

Test Preparation:

- School will incorporate test prep within the school day for all 10th grade

2019-20 Actions/Services

Test Preparation:

- School will incorporate test prep within the school day for all 10th grade

2017-18 Actions/Services

- students to ensure they are adequately prepared for the assessment in March
- Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs
 - Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP

2018-19 Actions/Services

- students to ensure they are adequately prepared for the assessment in March
- Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs
 - Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP

2019-20 Actions/Services

- students to ensure they are adequately prepared for the assessment in March
- Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs
 - Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CAASPP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,418	\$17,665	\$17,444
Source	Title I	LCFF	LCFF
Budget Reference	Test Preparation Materials and Supplies, IT Equipment	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 3

Prepared for college, leadership and life:

12. Increase the percent of graduates that successfully complete A-G course requirements to greater than previous year or greater than 70%.
13. Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.
14. Increase EAP passage rates in ELA.
15. Increase EAP passage rates in Math.
16. Maintain low cohort dropout rates at lower than previous year or less than 8%.
17. Increase graduation rates.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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12. Increase the percent of students that successfully complete A-G course requirements.	<table><tr><td>All Students</td><td>51%</td></tr><tr><td>Low Income</td><td>53%</td></tr><tr><td>Latino</td><td>55%</td></tr></table>	All Students	51%	Low Income	53%	Latino	55%	<table><tr><td>All Students</td><td>Greater than 70%</td></tr><tr><td>Low Income</td><td>Greater than 70%</td></tr><tr><td>African American</td><td>Greater than 70%</td></tr><tr><td>Latino</td><td>Greater than 70%</td></tr><tr><td>English Learners</td><td>Greater than 70%</td></tr><tr><td>Students with Disabilities</td><td>Greater than 70%</td></tr><tr><td>Foster Youth</td><td>Greater than 70%</td></tr></table>	All Students	Greater than 70%	Low Income	Greater than 70%	African American	Greater than 70%	Latino	Greater than 70%	English Learners	Greater than 70%	Students with Disabilities	Greater than 70%	Foster Youth	Greater than 70%	<table><tr><td>All Students</td><td>Greater than 70%</td></tr><tr><td>Low Income</td><td>Greater than 70%</td></tr><tr><td>African American</td><td>Greater than 70%</td></tr><tr><td>Latino</td><td>Greater than 70%</td></tr><tr><td>English Learners</td><td>Greater than 70%</td></tr><tr><td>Students with Disabilities</td><td>Greater than 70%</td></tr><tr><td>Foster Youth</td><td>Greater than 70%</td></tr></table>	All Students	Greater than 70%	Low Income	Greater than 70%	African American	Greater than 70%	Latino	Greater than 70%	English Learners	Greater than 70%	Students with Disabilities	Greater than 70%	Foster Youth	Greater than 70%	<table><tr><td>All Students</td><td>Greater than 70%</td></tr><tr><td>Low Income</td><td>Greater than 70%</td></tr><tr><td>African American</td><td>Greater than 70%</td></tr><tr><td>Latino</td><td>Greater than 70%</td></tr><tr><td>English Learners</td><td>Greater than 70%</td></tr><tr><td>Students with Disabilities</td><td>Greater than 70%</td></tr><tr><td>Foster Youth</td><td>Greater than 70%</td></tr></table>	All Students	Greater than 70%	Low Income	Greater than 70%	African American	Greater than 70%	Latino	Greater than 70%	English Learners	Greater than 70%	Students with Disabilities	Greater than 70%	Foster Youth	Greater than 70%
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Foster Youth	Greater than 70%																																																			
13. Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.	<table><tr><td>All Students</td><td>11%</td></tr><tr><td>Low Income</td><td>12%</td></tr><tr><td>Latino</td><td>13%</td></tr></table>	All Students	11%	Low Income	12%	Latino	13%	<table><tr><td>All Students</td><td>12%</td></tr><tr><td>Low Income</td><td>13%</td></tr><tr><td>Latino</td><td>14%</td></tr></table>	All Students	12%	Low Income	13%	Latino	14%	<table><tr><td>All Students</td><td>22%</td></tr><tr><td>Low Income</td><td>22%</td></tr><tr><td>Latino</td><td>26%</td></tr></table>	All Students	22%	Low Income	22%	Latino	26%	<table><tr><td>All Students</td><td>14%</td></tr><tr><td>Low Income</td><td>15%</td></tr><tr><td>Latino</td><td>16%</td></tr></table>	All Students	14%	Low Income	15%	Latino	16%																								
All Students	11%																																																			
Low Income	12%																																																			
Latino	13%																																																			
All Students	12%																																																			
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Latino	26%																																																			
All Students	14%																																																			
Low Income	15%																																																			
Latino	16%																																																			
14. Increase EAP passage rates in ELA.	<table><tr><td>All Students</td><td>20.2%</td></tr><tr><td>Low Income</td><td>19.7%</td></tr></table>	All Students	20.2%	Low Income	19.7%	<table><tr><td>All Students</td><td>21.2%</td></tr><tr><td>Low Income</td><td>20.7%</td></tr></table>	All Students	21.2%	Low Income	20.7%	<table><tr><td>All Students</td><td>5%</td></tr><tr><td>Low Income</td><td>5%</td></tr><tr><td>Latino</td><td>3%</td></tr></table>	All Students	5%	Low Income	5%	Latino	3%	<table><tr><td>All Students</td><td>23.2%</td></tr><tr><td>Low Income</td><td>22.7%</td></tr></table>	All Students	23.2%	Low Income	22.7%																														
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	<table><tr><td>African American</td><td>7.1%</td></tr><tr><td>Latino</td><td>26.4%</td></tr></table>	African American	7.1%	Latino	26.4%	<table><tr><td>African American</td><td>8.1%</td></tr><tr><td>Latino</td><td>27.4%</td></tr></table>	African American	8.1%	Latino	27.4%	<table><tr><td>African American</td><td>12%</td></tr></table>	African American	12%	<table><tr><td>African American</td><td>10.1%</td></tr><tr><td>Latino</td><td>29.4%</td></tr></table>	African American	10.1%	Latino	29.4%																										
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15. Increase EAP passage rates in Math.	<table><tr><td>All Students</td><td>0.8%</td></tr><tr><td>Low Income</td><td>0.8%</td></tr><tr><td>African American</td><td>2.4%</td></tr><tr><td>Latino</td><td>0.0%</td></tr></table>	All Students	0.8%	Low Income	0.8%	African American	2.4%	Latino	0.0%	<table><tr><td>All Students</td><td>1.8%</td></tr><tr><td>Low Income</td><td>1.8%</td></tr><tr><td>African American</td><td>3.4%</td></tr><tr><td>Latino</td><td>1.0%</td></tr></table>	All Students	1.8%	Low Income	1.8%	African American	3.4%	Latino	1.0%	<table><tr><td>All Students</td><td>1%</td></tr><tr><td>Low Income</td><td>1%</td></tr><tr><td>Latino</td><td>2%</td></tr><tr><td>African American</td><td>1%</td></tr><tr><td>English Learners</td><td>1%</td></tr><tr><td>Students with Disabilities</td><td>1%</td></tr></table>	All Students	1%	Low Income	1%	Latino	2%	African American	1%	English Learners	1%	Students with Disabilities	1%	<table><tr><td>All Students</td><td>3.8%</td></tr><tr><td>Low Income</td><td>3.8%</td></tr><tr><td>African American</td><td>5.4%</td></tr><tr><td>Latino</td><td>3%</td></tr></table>	All Students	3.8%	Low Income	3.8%	African American	5.4%	Latino	3%				
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16. Maintain low cohort dropout rates at lower than previous year or less than 8%.	<table><tr><td>All Students</td><td>5%</td></tr><tr><td>Low Income</td><td>5%</td></tr><tr><td>African American</td><td>5%</td></tr><tr><td>Latino</td><td>5%</td></tr><tr><td>English Learners</td><td>7%</td></tr></table>	All Students	5%	Low Income	5%	African American	5%	Latino	5%	English Learners	7%	<table><tr><td>All Students</td><td>Less than 8%</td></tr><tr><td>Low Income</td><td>Less than 8%</td></tr><tr><td>African American</td><td>Less than 8%</td></tr><tr><td>Latino</td><td>Less than 8%</td></tr><tr><td>English Learners</td><td>Less than 8%</td></tr></table>	All Students	Less than 8%	Low Income	Less than 8%	African American	Less than 8%	Latino	Less than 8%	English Learners	Less than 8%	<table><tr><td>All Students</td><td>Less than 8%</td></tr><tr><td>Low Income</td><td>Less than 8%</td></tr><tr><td>Latino</td><td>Less than 8%</td></tr><tr><td>African American</td><td>Less than 8%</td></tr><tr><td>English Learners</td><td>Less than 8%</td></tr><tr><td>Students with Disabilities</td><td>Less than 8%</td></tr></table>	All Students	Less than 8%	Low Income	Less than 8%	Latino	Less than 8%	African American	Less than 8%	English Learners	Less than 8%	Students with Disabilities	Less than 8%	<table><tr><td>All Students</td><td>Less than 11%</td></tr><tr><td>Low Income</td><td>Less than 11%</td></tr><tr><td>Latino</td><td>Less than 11%</td></tr><tr><td>English Learners</td><td>Less than 21.9%</td></tr></table>	All Students	Less than 11%	Low Income	Less than 11%	Latino	Less than 11%	English Learners	Less than 21.9%
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17. Increase graduation rates.	<table><tr><td>All Students</td><td>93.5%</td></tr><tr><td>Low</td><td>93.3%</td></tr></table>	All Students	93.5%	Low	93.3%	<table><tr><td>All Students</td><td>Greater than 85%</td></tr><tr><td>Low</td><td>Greater</td></tr></table>	All Students	Greater than 85%	Low	Greater	<table><tr><td>All Students</td><td>Greater than 85%</td></tr><tr><td>Low</td><td>Greater</td></tr></table>	All Students	Greater than 85%	Low	Greater	<table><tr><td>All Students</td><td>Greater than 85%</td></tr><tr><td>Low</td><td>Greater</td></tr></table>	All Students	Greater than 85%	Low	Greater																								
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	Income			Income	than 85%		Income	than 85%		Income	than 85%
	African American	95.1%		African American	Greater than 85%		African American	Greater than 85%		African American	Greater than 85%
	Latino	91.7%		Latino	Greater than 85%		Latino	Greater than 85%		Latino	Greater than 85%
	English Learners	92.9%		English Learners	Greater than 85%		English Learners	Greater than 85%		English Learners	Greater than 85%
	All Students	93.5%		Students with Disabilities	Greater than 85%		Students with Disabilities	Greater than 85%		Students with Disabilities	Greater than 85%
	Low Income	93.3%		Foster Youth	Greater than 85%		Foster Youth	Greater than 85%		Foster Youth	Greater than 85%

Planned Actions / Services

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A	N/A	N/A
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Actions/Services

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

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

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

Unchanged	Unchanged	Modified
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2017-18 Actions/Services

Counseling:

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

2018-19 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and high school readiness counseling
- Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services
- Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.

2019-20 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and high school readiness counseling
- Students have individual meetings with their counselors to track promotion progress and develop plans for high school readiness
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services
- Additionally, the LEA will use funds received from CSI and/or LPSBG to supplement the goals and priorities listed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$311,966	\$318,100	\$391,714
Source	Title I	LCFF, Title I, CSI	LCFF, Title I, LPSBG, CSI

	LCFF		
Budget Reference	Teacher Salaries, Textbooks, Materials and Supplies	Personnel expenses	Personnel expenses

Action 2

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Parent Involvement:

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

2018-19 Actions/Services

Parent Involvement:

- Progress reports are sent home quarterly to inform students and parents of academic progress in each course
- Parent workshops educate parents on how to best support their students
- Additionally, the LEA will use funds received from CSI to supplement the

2019-20 Actions/Services

Parent Involvement:

- Progress reports are sent home quarterly to inform students and parents of academic progress in each course
- Parent workshops educate parents on how to best support their students
- Additionally, the LEA will use funds received from CSI and/or LPSBG to

	goals and priorities listed.	supplement the goals and priorities listed.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Expenditure in Professional Development	\$ 82,366	\$ 100,964
Source	Title II	LCFF, Title I, CSI	LCFF, Title I, LPSBG, CSI
Budget Reference	Professional Development	Personnel expenses	Personnel expenses

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and college counseling
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

2018-19 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and college counseling
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

2019-20 Actions/Services

Counseling:

- School has 1-2 counselors who provide academic and college counseling
- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed
- All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy
- Student needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,550	\$102,878	\$ 102,376
Source	Title I LCFF	LCFF	LCFF
Budget Reference	Salaries - Counselors	Personnel expenses	Personnel expenses

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Test Preparation:

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

2018-19 Actions/Services

Test Preparation:

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

2019-20 Actions/Services

Test Preparation:

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

2017-18 Actions/Services

- All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

2018-19 Actions/Services

- All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

2019-20 Actions/Services

- All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,185	\$97,665	\$ 97,188
Source	Title I	LCFF	LCFF
Budget Reference	Testing Supplies	Testing and personnel expenses	Testing and personnel expenses

Action 5

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Parent Involvement:

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

2018-19 Actions/Services

Parent Involvement:

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

2019-20 Actions/Services

Parent Involvement:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,011	\$8,738	\$8,695
Source	Title I	LCFF	LCFF
Budget Reference	Salaries - Office Staff	Personnel expenses	Personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified Goal

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

Goal 4

Focus on school culture:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

To maintain a high attendance rate.

To maintain a low chronic absenteeism rate.

To decrease the number of pupil suspensions.

To decrease the number of pupil expulsions.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
18. School will maintain a high Average Daily Attendance (“ADA”) rate.	All Students	92.8%	All Students	Greater than 90%	All Students	Greater than 90%	All Students	Greater than 90%
	Low Income	93.0%	Low Income	Greater than 90%	Low Income	Greater than 90%	Low Income	Greater than 90%
	African American	93.1%	African American	Greater than 90%	African American	Greater than 90%	African American	Greater than 90%
	Latino	93.3%	Latino	Greater than 90%	Latino	Greater than 90%	Latino	Greater than 90%
	English Learners	91.2%	English Learners	Greater than 90%	English Learners	Greater than 90%	English Learners	Greater than 90%
	Students with Disabilities	89.9%	Students with Disabilities	Greater than 90%	Students with Disabilities	Greater than 90%	Students with Disabilities	Greater than 90%
			Foster Youth	Greater than 90%	Foster Youth	Greater than 90%	Foster Youth	Greater than 90%
19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10%	All Students	24.7%	All Students	Less than 24.7%	All Students	Less than 30.4%	All Students	Less than 32.6%
	Low Income	24.4%	Low Income	Less than 24.4%	Low Income	Less than 29.5%	Low Income	Less than 32.5%
	African American	24.4%	African American	Less than 24.4%	Latino	Less than 29.8%	African American	Less than 46.5%
	Latino	24.4%			African American	Less than 34.8%	Latino	Less than 30.7%
	English Learners	31.4%	Latino	Less than	English Learners	Less than 31%	English	Less than

or less.	<table><tr><td>Students with Disabilities</td><td>34.2%</td></tr></table>	Students with Disabilities	34.2%	<table><tr><td></td><td>24.4%</td></tr><tr><td>English Learners</td><td>less than 31.4%</td></tr><tr><td>Students with Disabilities</td><td>Less than 34.2%</td></tr></table>		24.4%	English Learners	less than 31.4%	Students with Disabilities	Less than 34.2%	<table><tr><td>Students with Disabilities</td><td>Less than 41.8%</td></tr></table>	Students with Disabilities	Less than 41.8%	<table><tr><td>Learners</td><td>31.9%</td></tr><tr><td>Students with Disabilities</td><td>Less than 36.2%</td></tr></table>	Learners	31.9%	Students with Disabilities	Less than 36.2%												
Students with Disabilities	34.2%																													
	24.4%																													
English Learners	less than 31.4%																													
Students with Disabilities	Less than 34.2%																													
Students with Disabilities	Less than 41.8%																													
Learners	31.9%																													
Students with Disabilities	Less than 36.2%																													
20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education.	<table><tr><td>All students and statistically significant student groups</td><td>Less than 5% or less than current year</td></tr></table>	All students and statistically significant student groups	Less than 5% or less than current year	<table><tr><td>All Students</td><td>Less than 5%</td></tr><tr><td>Low Income</td><td>Less than 5%</td></tr><tr><td>Latino</td><td>Less than 5%</td></tr><tr><td>African American</td><td>Less than 5%</td></tr><tr><td>English Learners</td><td>Less than 5%</td></tr><tr><td>Students with Disabilities</td><td>Less than 5%</td></tr></table>	All Students	Less than 5%	Low Income	Less than 5%	Latino	Less than 5%	African American	Less than 5%	English Learners	Less than 5%	Students with Disabilities	Less than 5%	<table><tr><td>All Students</td><td>Less than 8.8%</td></tr><tr><td>Low Income</td><td>Less than 9%</td></tr><tr><td>African American</td><td>Less than 28.0%</td></tr><tr><td>Latino</td><td>Less than 5%</td></tr><tr><td>English Learners</td><td>Less than 5.2%</td></tr><tr><td>Students with Disabilities</td><td>Less than 11.8%</td></tr></table>	All Students	Less than 8.8%	Low Income	Less than 9%	African American	Less than 28.0%	Latino	Less than 5%	English Learners	Less than 5.2%	Students with Disabilities	Less than 11.8%
All students and statistically significant student groups	Less than 5% or less than current year																													
All Students	Less than 5%																													
Low Income	Less than 5%																													
Latino	Less than 5%																													
African American	Less than 5%																													
English Learners	Less than 5%																													
Students with Disabilities	Less than 5%																													
All Students	Less than 8.8%																													
Low Income	Less than 9%																													
African American	Less than 28.0%																													
Latino	Less than 5%																													
English Learners	Less than 5.2%																													
Students with Disabilities	Less than 11.8%																													
21. School will maintain a low annual expulsion rate.	The California Department of Education had not released suspension and expulsion rates by June 30, 2017. The school has monitored suspension and expulsion rates using internal data throughout the year and will review state data once released by the California Department of Education.	<table><tr><td>All students and statistically significant student groups</td><td>Less than 0.5%</td></tr></table>	All students and statistically significant student groups	Less than 0.5%	<table><tr><td>All Students</td><td>Less than 0.5%</td></tr><tr><td>Latino</td><td>Less than 0.5%</td></tr><tr><td>African American</td><td>Less than 0.5%</td></tr></table>	All Students	Less than 0.5%	Latino	Less than 0.5%	African American	Less than 0.5%	<table><tr><td>All Students</td><td>Less than 0.5%</td></tr><tr><td>Latino</td><td>Less than 0.5%</td></tr><tr><td>African American</td><td>Less than 1.2%</td></tr></table>	All Students	Less than 0.5%	Latino	Less than 0.5%	African American	Less than 1.2%												
All students and statistically significant student groups	Less than 0.5%																													
All Students	Less than 0.5%																													
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African American	Less than 0.5%																													
All Students	Less than 0.5%																													
Latino	Less than 0.5%																													
African American	Less than 1.2%																													

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Attendance:

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

2019-20 Actions/Services

Attendance:

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

identify students with chronic absences and provide interventions as needed <ul style="list-style-type: none"> Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	identify students with chronic absences and provide interventions as needed <ul style="list-style-type: none"> Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	identify students with chronic absences and provide interventions as needed <ul style="list-style-type: none"> Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,003	\$ 11,326	\$ 11,271
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Staff Salaries	Software, personnel expenses	Software, personnel expenses

Action 2

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

Students to be Served:

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

Location(s):

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

All Students	Entire LEA
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A	N/A	N/A
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Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

School Culture Team:

- School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students
- The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program
- A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus
- Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses
- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support

2018-19 Actions/Services

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
- Green Dot provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support
- Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.

2019-20 Actions/Services

School Culture Team:

- School has a School Culture Team 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 provides universal, as well as Tier 2 and 3 interventions to support student behavior
- Green Dot provides professional development to schools to implement PBIS as a tier 1 support
- Additionally, the LEA will use funds received from CSI and/or LPSBG to supplement the goals and priorities listed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,217	\$66,401	\$85,747
Source	Title II	LCFF, Title II, CSI	LCFF, LPSBG, CSI, Title II
Budget Reference	Professional Services, Shared Service Fee	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

Entire LEA

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Response to Intervention and Multi-Tier Systems of

2018-19 Actions/Services

Response to Intervention and Multi-Tier Systems of

2019-20 Actions/Services

Response to Intervention and Multi-Tier Systems of

Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions Students receive tiered interventions with the goal of supporting student success School leaders and teachers receive professional development to develop and implement MTSS 	Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions Students receive tiered interventions with the goal of supporting student success School leaders and teachers receive professional development to develop and implement MTSS 	Support: <ul style="list-style-type: none"> Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions Students receive tiered interventions with the goal of supporting student success School leaders and teachers receive professional development to develop and implement MTSS
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,575	\$65,114	\$ 64,222
Source	Title I	Title I	Title I
Budget Reference	Salaries - Mental Health Staff	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 4

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

Students to be Served:

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

Location(s):

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

All Students	Entire LEA
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A	N/A	N/A
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Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Discipline Policy and Matrix:

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

2018-19 Actions/Services

Discipline Policy and Matrix:

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

2019-20 Actions/Services

Discipline Policy and Matrix:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$152,509	\$149,876	\$148,762
Source	LCFF	LCFF	LCFF
Budget Reference	Shared Service Fee, Expenditures in Master Schedule	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Parent, Student and Community Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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22. At least two parents will serve on the School Advisory Council ("SAC").	Met target	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC	At least 2 parents will serve on the SAC
23. At least two parent activities or events will be held per semester.	Met Target	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester	At least 2 parent activities or events will be held per semester
24. Students, families and the school community will feel a sense of connectedness.	65% of respondents agreed that they would recommend the school to a friend on the Green Dot Family Survey.	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Parent Engagement and Participation:

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

2018-19 Actions/Services

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School has a Parent Coordinator whose responsibilities includes planning activities and managing 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
- Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.

2019-20 Actions/Services

Parent Engagement and Participation:

- Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC)
- Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data
- School has a Parent Coordinator whose responsibilities includes planning activities and managing 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
- Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,559	\$58,530	\$94,817
Source	Title I	Title I, CSI	Title I, CSI
Budget Reference	Classified Staff Salaries	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 2

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

Students to be Served:

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

Location(s):

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

All Students

Entire LEA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Communications:

- School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system

2018-19 Actions/Services

Communications:

- School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system

2019-20 Actions/Services

Communications:

- School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 ● Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed. 	<ul style="list-style-type: none"> ● 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 ● Additionally, the LEA will use funds received from CSI to supplement the goals and priorities listed.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,091	\$15,990	\$34,912
Source	Title I LCFF	LCFF, Title I, CSI	LCFF, Title I, CSI
Budget Reference	Communications	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Action 3

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

Students to be Served:

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

Location(s):

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

All Students	Entire LEA
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OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$159,426	\$ 169,762	\$ 142,575
Source	Title I LCFF	Title I	Title I
Budget Reference	Classified Staff Salaries	Centralized education services and personnel expenses	Centralized education services and personnel expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 1,145,355	34.61%

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 96.54% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

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

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

- 1. Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of The College-Ready Promise (T4CRP) TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
- 2. Cultivating a College-going Culture:** Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisor and offering college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness,

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

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

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

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

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

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

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

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

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

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

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

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

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Response to Intervention Model (RtI). Using the RtI model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need

more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the RtI team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

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

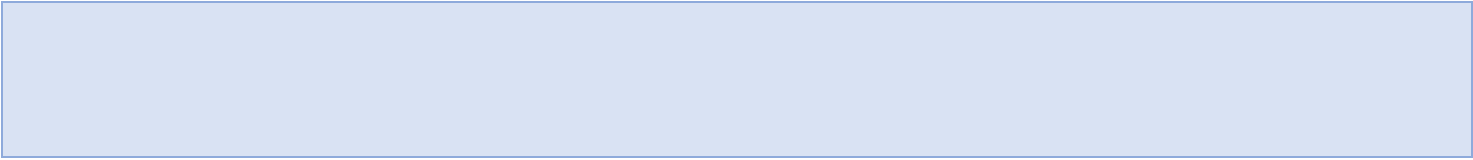
In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage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

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

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

- The school will offer a spectrum of special education services that may include a resource program, special day program, and programs for students classified as autistic, intellectually disabled, or emotionally disturbed. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.
- The school will offer ELD courses to prepare English Learners recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. The Green Dot EL Master Plan includes the new CA ELD standards and a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.
- All EL students are served in both Designated and Integrated ELD designed to meet their needs. Instruction is based on the CA ELD Standards and the Features of Designated and Integrated ELD. These programs are built into the school's master schedule and take place within the school day. The school will work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.
- Technology is widely used at the school to drive higher levels of achievement and prepare students for the information driven economy of the 21st century. It is also used as a critical tool for gathering data for school management. Technology investments will be made in the following areas:

- Increased computing devices (e.g., desktops, laptops, Chromebooks) that are available for student use;
- Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
- Courses often include web-based research projects and assignments;
- Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and
- A web-based student information and school management system is implemented at the school and used by parents, students and school staff



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and,

therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

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

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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