

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	North County Trade Tech High School		
Contact Name and Title	Philip Lutgen, Principal	Email and Phone	plutgen@northcountytradetech.org , 760-598-0782

2017-20 Plan Summary

THE STORY

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

Trade Tech actively enlists the community – inside and outside the walls of the school – to provide a **safe, positive** and **caring** educational environment that facilitates the growth and development of students who are **self-motivated, competent** and **lifelong learners**. This includes partnerships with community colleges, other institutes of higher learning, local trades businesses, and community-based organizations, all of which are fundamental to our success and the continuing strength of our contributions to the local workforce.

Rigorous core academics equip students with the **knowledge** to ensure they graduate college ready. What distinguishes Trade Tech is the opportunity for students to immediately apply their knowledge and develop critical thinking, problem solving, and conceptual understanding in a practical, real-world context. This is accomplished through a unique combination of STEM-based Education, with access to A-G coursework for ALL core academics, as well as advanced construction, meaningful and relevant project-based learning, Career Technical Education, with a focus on:

- Building and Construction Industry
- Manufacturing and Product Development
- Engineering Design
- Computer Science
- Pre-Apprenticeships and Internships at Industry Partners
- Opportunities for Dual-Enrollment with Community Colleges

These learning experiences equip students with the **skills** and **attitude** essential for success in life, college and the workplace. It gives them a distinct competitive edge as they pursue high-demand, high-wage jobs in the local economy.

Personal Learning Plans (PLPs) and Leveled Assessment Testing serve as roadmaps to ensure each student's success. They inform the support and educational services needed to tap their full potential and achieve their personal and academic goals. Trade Tech provides expanded learning opportunities for students identified as at-risk or academically low-achieving, especially those who have not been successful in traditional classrooms.

Recognizing that "passion is the greatest motivator," Trade Tech is designed to align with what youth are seeking. They are looking for:

- Work that is of value
- Concentrated skills training that gives them access to well-paying employment
- A means to continue their education and development
- Personal and peer support to overcome difficulties
- A set of positive values strong enough to compete successfully with the culture of the streets and give meaning to life
- A clear vision of who they can become

LCAP HIGHLIGHTS

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

This year we will focus solely on current programs. 2016-17 is our last year that we are planning to introduce new courses, programs or pathways. The focus in the LCAP will be to build on the strengths of our courses and find ways to support all our struggling students, including our unduplicated population. We will begin the process of strategically improving relevant core instruction throughout the CTE and elective courses.

Keeping Relevance, Rigor and Relationships in mind, this year's LCAP will be a year to advance all three for our students.

Relevance is critical to all schools, but particularly to a school focused on preparing students for more than just college. This year, we set out to bolster our guidance through advisory and CTE courses, strengthen our pathways to high-need, high-wage careers and bring more real-life opportunities to our students. (Goal 1, 2, 4, 5)

Rigor is complex in the context of our school. While we maintain the ability for our students to qualify to attend a four-year university straight out of high school, we also work with students that are interested in career training. UC a-g preparation is NOT the same as training a student for an apprenticeship or a career position in a machine shop. Our pathways and certificates available accommodate that, but the state does not yet recognize the difference. This year, we are working with students to better prepare them for state testing, while continuing our focus on the needs of industry. (Goal 1, 4, 5)

Relationships are the most critical component of education and the bedrock of our school. Through solid mentor, advisor and teacher relationships, students will achieve greater than their expectations. For the next year, our focus will be to identify opportunities that build those relationships both on and off campus. Our goal of "No child left unknown" will gain more importance as we try to develop strategies to reach the struggling students and those who are typically underserved. We will continue our commitment to daily advisory in a small group setting with a staff member of the students' choosing. We will develop new guidance and support interventions to help all students grow. (Goal 1, 3, 6)

Students with disabilities, English Learners and students from low incomes, homeless and foster youth will receive additional support to help them achieve success. This includes professional development for staff, targeted materials to support students in classrooms and increased guidance and support. (Goals 1, 5 and 6)

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The greatest progress at Trade Tech this year was our participation rate and successful accomplishments with co-curricular and extra-curricular events. All students participated in our 2 college and career event and every grade level had academic field trips in various core and elective classes. Participation and opportunities in Key Club, Outdoor Club and sports were at an all-time high this year. FIRST Robotics and MESA (Mathematics, Engineering and Science Achievements sponsored by SDSU's College of Engineering) had the highest number of students participating and competing from all grade levels and subgroups. More students participated (or plan to participate) in specific off-campus showcases and competitive academics than we have ever seen in the past (4-Way Speech, Model UN, National Association of Women in Construction Architecture (NAWIC), San Diego County Fair and others). These opportunities allow for the students to demonstrate their skills and "show off" what they have learned. It is an important step for students, especially those that may have been "turned-off" at school in the past. Participation in extra-curricular opportunities creates a stronger sense of culture within the school.

These opportunities for students are the result of offering engaging curricula across core and elective offerings. Trade Tech Staff plans to continue to develop their programs to offer students more opportunities to demonstrate their knowledge and expand beyond the classroom.

The inclusion of these activities is critical in our quest to engage reluctant learners. By getting students to be involved, we have seen attendance increase and suspensions decrease.

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

GREATEST NEEDS

While the dashboard does not yet reflect it, Math is a significant issue for our students. Using alternative leveled assessments to target instruction, we have begun a path to success for our struggling students.

Growth specifically in Mathematics remains a challenge. With our "average" or median student enrolling at a 5th or 6th grade math ability, it is a struggle to push them to gain the ability to perform well on a state test written at 11th grade standards. While we see growth from their starting point, we struggle to get the average student to gain 5 or 6 years of growth in Mathematics in their 2.7 years they have before they test as a junior.

To address this issue, we have begun to discuss implementing specific math topics in elective, especially CTE, courses. Our goal is not to create a "fix" to a problem, but to create a more effective instructional regimen for our students in their elective programs. By developing these competencies for academics in elective programs, we can address how to better support all core academics now and in the future.

(See Goal 1, Actions 1, 2; Goal 2 Action 3; Goal 4, Action 1)

In addition, we are working with our Integrated Math program to try and adjust the delivery to accommodate more support topics without losing our ability to serve students working at or above grade level.

(See Goal 4, Action 3; Goal 6, Action 1)

In addition, we have expanded our Success Skills class for all grade levels. This program is a tremendous addition for our sub-groups as it allows for students to receive individual instruction in not only subject area content, but areas of concern for students that did not necessarily begin in the California educational system. Areas such as organization and test prep are stressed to help students gain confidence in their learning. It is primarily designed for students that need extra time or extra help to be successful at every grade level. The special education/resource teacher in the class is trained to help students with high levels of needs.

(Goal 6, Action 1)

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

While as noted above, Mathematics is our greatest need and concern, it is not a notable discrepancy as most of our students enroll at least three to four grade levels below in Mathematics from the surrounding schools. The fact that virtually all our students enroll significantly behind and, as 11th graders, struggle with higher levels of Mathematics (11th grade level).

Our biggest gap currently identified is in our suspension rate of Socioeconomically Disadvantaged students. We are working with staff to develop relationships with the students during advisory where they can guide students toward better behavior. Using our Honor Level System, we are working to identify students that are having significant issues and involving the parent earlier to try to prevent the behavior from escalating.

In addition, we have created the “Success Skills” course and have added professional development in “Advisory” to address the culture of learning needed to be successful in high school and beyond. Many of our socioeconomically disadvantaged students have never been taught how to be successful in school. While many of the topics are “small steps” and looked at as insignificant, they are missing from the students abilities and understanding. They therefore create a barrier to success.

INCREASED OR IMPROVED SERVICES

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

Over the next year, we will work to improve our services during the Advisory Program to find specific solutions to our target students' barriers. We are looking at a more robust program in the advisement arena for students to be able to grow in their skills for employment and aptitudes for future education. We are looking at more "character building" and "goal setting" elements" as our unduplicated population seems to struggle with their abilities to plan a future other than the path they are currently on.

Additionally, the CTE programs will continue their conversions to identify and strengthen the competencies that drive their programs. By identifying the core subject areas covered and specific areas of strength in the individual programs, the CTE and core instructors will be able to work to assist students to bridge their gaps and motivate them to reach further.

By including ELA in our leveled assessment testing, our students will learn more about their learning styles. Our teachers will receive professional development on how to work with underachieving students in all their classes to help them understand all three assessments (Mathematics, ELA and Reading) and how they can improve their skills. We plan to continue to work with NWEA to develop better trend data for small groups. This has been a barrier in course development. We have had individual data report to work with students, but trend data was created on site and required a fair amount of interpolation. With more students and new ways to track, we will be able to drive instruction using data on a group level and an individual level.

The CTE programs offer hands-on programs that can help our EL, SPED, Foster Youth and Socioeconomically Disadvantaged youth opportunities to reach beyond traditional instruction and help students with both language acquisition and increasing applied math skills.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,422,378
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$779,709

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

Primarily the difference is in salaries and benefits. Our LCAP this year only accounted for only additional staffing in order to maintain a class size average of less than 20 and an additional aide for a total of \$538,200. Our total expenditure on all staffing is around \$1,252,000. This, combined with our SB740 funding, accounts for the variance in our total budgeting vs. the LCAP Goal Budget.

Going forward, we will account for all staffing costs and the Charter School Funding Grant (SB740) in the LCAP.

\$1,422,378

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

We want our students to achieve higher proficiency using course materials that are representative of our focus on career and college readiness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric A: Metric A: The percentage of students scoring proficient or above on state assessments in English-Language Arts will be baseline proficiency levels multiplied by 1.1 (10% increase)

Metric B: Metric A: The percentage of students scoring proficient or above on state assessments in Science will be baseline proficiency levels multiplied by 1.1 (10% increase)

Metric C: Math and Reading NWEA MAP results from Fall and Spring testing will increase by a minimum of 1 grade level for 73% of the students.

ACTUAL

Metric A: The comparison between 2015 and 2016 results showed that we did have students achieve at the Level 4 for the first time in both Math and ELA testing. While our growth stayed relatively flat, it is difficult to compare approximately 40 students one year with a different 40 the next year and find a trend in achievement. That said, we are continuing to work to show growth from year to year.

Metric B: 2017 is a pilot year for the new CAST based upon the NGSS. Trade Tech will use these results as the baseline for comparison on the following year results.

Metric C: MAP testing is done 3 times each year and we have arranged with NWEA to provide more accurate group trend data regardless of the class size. Our Math shows an overall 1.1 grade level equivalency (GLE) of growth for the period from Winter 2016 to Winter 2017. Our Reading shows and overall 3.9 GLE of growth for the same reporting period. If our 9th graders are included (Fall to Winter) the overall math GLE drops to 0.7 and the overall reading drops to 3.0 (in one-half of a school year). While most students showed growth, well over our projected target of 73%, the 9th graders

showed less growth than other grade levels.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Instructional Materials, supplementary materials and curriculum materials will be adopted and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2016-2017 will be Economics, and CTE courses.	ACTUAL Complete Instructional Materials were purchased for Computer Science, Earth Science, Civics and Economics. Other programs such as machining and automotive purchased materials for their programs as well.
Expenditures	BUDGETED 6,000 S&C	ESTIMATED ACTUAL 13,465 S&C

Action **2**

Actions/Services	PLANNED Professional Development training time and opportunities for all core and CTE and vocational staff will be implemented to create a more diverse and engaging schoolwide academic environment.	ACTUAL 9 teachers attended specific statewide conferences. 10 sub days were provided for curriculum work and meetings for alignment. 200 hours of additional pay was provided for staff to create more diverse a-g approved curricula. This provided significant PD for staff as we prepare to add more rigor to our CTE programs.
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Expenditures

BUDGETED

24,000

ESTIMATED ACTUAL

\$10250 Conference costs (CPA)

\$7870 Curricula work (SSP)

\$1650 Sub Pay (S&C)

Action

3

Actions/Services

PLANNED

Library materials will be updated and made available for student use and check out.

ACTUAL

Library materials were updated for student check out. With 20 minutes of daily reading, our improvements in reading are a reflection of students having relevant, rigorous reading materials in our library.

Expenditures

BUDGETED

1500 S&C

ESTIMATED ACTUAL

\$915 S&C

ANALYSIS

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

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

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

We are focused on improving our instructional materials for students, providing professional development in improving the design and implementation of curriculum and increasing the access to materials that meet our students Lexile reading levels. We have been working on this path as new materials have become available for students that include more access to struggling students, students with IEPs and English learners.

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

Current instructional materials are critical for all programs of study. The new materials mean that students have current materials to learn from and apply to the world around them. Having appropriate professional development for staff in order to increase achievement within their classes was necessary to get staff to work together better. Following through on PD for the new materials is important, but at a small school such as ours, getting staff to attend off site trainings and conferences is critical as well.

Using modern materials and philosophies, the staff was able to begin the process of updating their curriculum to include more concrete references to the ELA and Math standards. Over the next couple of years, we will begin to see the advantage of getting CTE and elective curriculums in place that work with the core standards directly.

While the state's testing has been slow to roll out, our individualized NWEA data has been in place for years. We have increased the use of NWEA and worked with them to create better data points. The issue still comes from data for career based education. By showing the individual growth in reading and math, we do show the employability of students is increased. ELA is the newest test added to our leveled assessments. While it does not have as solid of a link as reading and math to employability, it will allow the staff to create better lessons and ultimately, more responsive curriculum to our students' needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Instructional materials and PD for the programs were significantly increased due to the addition of the Computer Science course for all our sophomores. This was offset with fewer hours for curriculum work by staff and a slight reduction in the new materials for the library. The changes were made with minimal impact and the PD that was reduced, will be in place next year to continue to work with staff to meet our goals of increased access.

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.

For next year, we will have our CAST scores from this year to evaluate, as well as our 11th grade CAASPP scores. In addition, our NWEA MAP data will include ELA for our staff to begin to mine the data to increase the proficiency and training in all courses. This change will occur in the addition of language in the Metric C for next year.

Goal 2

Our students need to be given more opportunities to be college and career ready through additional course work, activities and related field trips.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric A: 50% of all CTE and elective courses will be UCCI a-g approved by end of school year 2016-2017.
Metric B: New college/career curricular pathways and related facilities, with additional extra-curricular opportunities, will be developed for students to have more engaging STEM opportunities. For 2016-17 school year, 2 new CTE program offerings will be developed and implemented. (Manufacturing 1, Computer Science)
Metric C: Students will have more internship and job shadowing opportunities. For the summer of 2017, 10% of all juniors will be offered internship opportunities.

ACTUAL

Metric A: Over 50% of all CTE courses and electives are UCCI a-g approved.
Metric B: Both Computer Science and Manufacturing 1 were added and approved through the a-g process. Computer Science is a dual-enrollment course offered with Palomar College. Introduction to Theater was also added as an “f” offering.
Metric C: In addition to our school offerings for internships with our partners, we have begun a new relationship with Connect2Careers. This organization works with districts and allows students to enroll for internships through their web portal. This is our first year with them and will work to continue to strengthen our offerings as well as work with C2C to have more students offered positions through them. For 2017, we have more than 10% of juniors in paid internship positions.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
Staff will be provided time to develop coursework with the rigor of the a-g requirements. Current courses will be modified using a balance of Rigor, Relevance and Relationships to meet or exceed the standards for UCCI submission.

ACTUAL
Staff used 7 sub days and 160 hours of additional time to adapt their courses for a-g approvals.

Expenditures

BUDGETED
6,000

ESTIMATED ACTUAL
\$1050 S&C
\$6296 S&C

Action

2

Actions/Services

PLANNED
Parent, community and advisory committee meetings will be help to identify and implement high need, high wage career pathways. Curriculum development committees will help determine staffing, facility upgrades and materials to purchase.

ACTUAL
With the help of the instructor and advisory support from machinists, the Manufacturing group added sheet metal and machining to the programs this year. Curriculum for the first 2 courses were submitted and approved.

Expenditures

BUDGETED
20,000 CPA, 75,000 CTEIG, 7,509 LCFF = 102,509

ESTIMATED ACTUAL
\$22000 CPA
\$73000 CTEIG & SSP
\$8000 LCFF

Action

3

Actions/Services

PLANNED
CTE staff will work with the advisory committee and local partners to develop new opportunities for students to earn internships.

ACTUAL
CTE staff worked with advisory and partners to create opportunities within the construction and manufacturing industry. We worked with North County Economic Development Council to partner with C2C to help our students be prepared for internships and have a broader range of internships.

Expenditures

BUDGETED

500 CPA

ESTIMATED ACTUAL

0

ANALYSIS

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

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

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

Our internship placements have been growing with the economy. This year, we have 5 juniors confirmed to take summer positions with local contractors and building maintenance partner, HG Fenton. In addition, we have students signed up with C2C, though we do not control the placement service and cannot use their statistics to guarantee results. We are continuing to reach out to partners and local companies to fill summer positions. We have had much interest from local companies looking for quality summer employees. We currently have more summer intern positions than we have students seeking them.

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

Our measure of success is 10% of all juniors in internships. We will far exceed that this year. The issue we have had in past years was in student participation. This year again, we have more positions available than we have students that desire to fill them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget was actually fairly close and there is no significant difference. The only area of significance was that the advisory council meetings did not use any of their allotted budget. All costs were just absorbed through the office for materials.

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.

None.

Goal 3

Our students will attend school more often and improve behavior.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric A: The school year will include 180 instructional days (175 days required by state)
Metric B: Student attendance rates will increase to 94%.
Metric C: Honor Level 1 students will remain above 65% with 9% All Stars.

ACTUAL

Metric A: We are continuing with the 180 day school calendar.
Metric B: Our Attendance to date is 93.53%
Metric C: Our Honor Level 1 has maintained an average of over 68% and our current All Star population is over 17%.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

School year will be maintained at 180 instructional days (2014-15 was first year of additional days).

ACTUAL

The school year was maintained at 180 days. All certificated teaching staff received an additional 5 days of salary.

Expenditures	BUDGETED 24,000 S&C	ESTIMATED ACTUAL 35,396 S&C
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Action **2**

Actions/Services	PLANNED School will work with parents and community to address issues to increase student attendance through positive interventions to be developed by staff and parent committees, information to parents and counseling services offered.	ACTUAL School used the phone system, mailers, personal phone calls, letters and the Honor Level System to keep students and parents aware of the attendance of their child.
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Expenditures	BUDGETED 2,000 S&C	ESTIMATED ACTUAL 1640 S&C
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Action **3**

Actions/Services	PLANNED Honor level system will continue to be implemented with greater frequency of rewards for positive behavior. Staff and parents will discuss possible behavior modifications to increase acceptable school behaviors and related reward system.	ACTUAL The honor level systems has had a great effect on our habitually tardy students as well as behavior in classrooms. The program rewards students for keeping up their expectations.
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Expenditures	BUDGETED 2,000 S&C	ESTIMATED ACTUAL 2240 HG Fenton Donation
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ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The biggest part is to offer more days of instruction. This increases the time that students are in classes and helps raise achievement. The second part is getting to school on time and ready to learn. The HLS has been instrumental in this aspect as it offers a daily reminder to students in a non-confrontational manner.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	It has been very effective increasing the number of instructional days. The student achievement has gone up according to our NWEA results. The staff also has more time to spend with the students. Overall, the attendance has increased from 88% five years ago to over 93% this year. We are still working to increase our attendance and will continue to evaluate strategies to accomplish this. The HLS has worked in rewarding all students that follow rules and “Do the right thing” regardless of their grades. Many times students that struggle are not recognized for their other achievements. The HLS clearly shows all the students that follow the rules and are at school on time each day.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The estimates were fairly close with the exception of the cost for the additional instructional days. This is due to the hiring of additional staff beyond our anticipated growth when we wrote the LCAP last year.
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.	None other than funding source for rewards and HLS program. It was paid for from donation funding.

Goal 4

Our students will be prepared for college & career and graduate from high school.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric A: Graduation Rate will be at 94% of all eligible 12th grade students.
 Metric B: Graduation Certificates will be developed to increase College and Career Preparation.
 Metric C: Students will pass courses in Credit Recovery 95% of the time.

ACTUAL

Metric A: We anticipate our 4 year graduation rate to be between 93 and 95%. With only 40 seniors, the one that needs to complete credit recovery would swing it either way.
 Metric B: The certificates are in place and approved by board.
 Metric C: Over 120 credit recovery courses have been passed by students this year.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Staff will work with interest groups to develop certificate programs for students including a thru g requirements, vocational preparations and biliteracy. Board will approve prior to

ACTUAL

7 certificate programs were developed to correspond to our pathways and college preparation program. The board approved them and we have fully implemented them for our students. The parents, partners and advisory group were supportive of this.

implementation.

Expenditures

BUDGETED
4,000 S&C

ESTIMATED ACTUAL
1,200 S&C

Action

2

Actions/Services

PLANNED
Professional Development, technology and material resources for all staff of 9th, 10th and 11th grade students for the purpose of developing materials for students to better understand requirements and develop a plan to implement PSAT testing.

ACTUAL
The PSAT was offered to all 10th and 11th grade students at no cost.
Advisory teachers have received PD on the PSAT and ASVAB. These two assessments allow for students to more effectively develop goals for their futures.

Expenditures

BUDGETED
3,000 S&C

ESTIMATED ACTUAL
\$600 HG Fenton donation

Action

3

Actions/Services

PLANNED
Staff, technology and material resources will be allocated to assist 10th, 11th and 12th grade students to pass core courses during credit recovery.

ACTUAL
Additional staffing, chromebooks and materials were provided for credit recovery. We have had over 120 credit recovery courses passed this year by students that were credit deficient.

Expenditures

BUDGETED
12,000 S&C

ESTIMATED ACTUAL
25,100 S&C

ANALYSIS

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

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

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

In addition to our certificates at graduation, our credit recovery program is utilized by many of our students. Approximately 30% of our students enroll into Trade Tech after 9th grade and are credit deficient. The certificates allow for students to “specialize” their talents and earn accolades for their accomplishment. In order to be considered for Apprenticeship recommendation and other special considerations, students must complete the appropriate certification and professional certifications, such as OSHA 10 and NIMS. By offering PSAT with no charge to students, they are encouraged to reach further in their preparation and gain confidence prior to taking their SAT and ACT tests.

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

This year, we will see 100% of the students graduate (3 or 4 will return next year as super seniors). Since over 30% of them came credit deficient, this is a great accomplishment. This is our first year that students that have been at Trade Tech all 4 years have qualified for 4 year universities. This achievement is due to the addition of the two “f” elective offerings over the last 2 years. One student is currently deciding between SDSU and UCI.
The professional development to increase our “advisory” program was successful in implementing the certificates and goal setting worked to help students plan for their future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only significant difference was the need for additional chromebooks and licenses for credit recovery. We more than doubled our number of credit recovery classes this year.

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.

No changes. Additional participation by parents will be encouraged by involving them in the goal setting and preparation processes.

Goal 5

Our learning materials, teacher assignment and retention and facilities will promote achievement and academic growth.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric A: We will have 100% compliance with highly qualified teachers.
 Metric B: We will have 100% compliance with the Williams Act for facilities and materials
 Metric C: Employees will be encouraged to remain at Trade Tech by being an integral part of Trade Tech.

ACTUAL

Metric A: 100% of our staff are credentialed and highly qualified. All core courses are being taught by fully credentialed teachers.
 Metric B: We have 100% compliance with the Williams Act. Any concerns that have been brought forward have been handled immediately and thoroughly.
 Metric C: We have had no turn-over at Trade Tech. All teachers that began the year will finish the year.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

All staff will be fully credentialed by the State of California.

ACTUAL

All staff is fully credentialed. Induction is paid for by the school.

Expenditures	BUDGETED 0	ESTIMATED ACTUAL 10,500 S&C
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Action **2**

Actions/Services	PLANNED All course materials will be accessible to all students and facilities will be maintained according to the respective ed codes.	ACTUAL All course materials is accessible to all students either in hard copy or electronic copy. All facilities have been maintained and upgraded according to ed code.
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Expenditures	BUDGETED \$6000 S&C \$26000 Base LCFF	ESTIMATED ACTUAL 6300 S&C 26500 LCFF
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Action **3**

Actions/Services	PLANNED Employees will be an integral part of the instructional design, development and growth of Trade Tech. For 2016-17, staff will receive a 2% salary increase.	ACTUAL Employees received at least a 2% pay increase. Some staff received higher increases in order to stay competitive with local districts.
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Expenditures	BUDGETED \$22,000 LCFF	ESTIMATED ACTUAL \$31,000 LCFF
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ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All teachers at Trade Tech hold the appropriate credentials from the State of California. In order to retain staff and improve their abilities, Trade Tech provides the Induction services for all regular and CTE staff at no cost to them. In our materials and facilities maintenance, we work to make certain that all materials and facilities are conducive to learning. Employees have many additional requirements beyond their student contact time. All staff are required to be available for tutoring and help with students a minimum of 2 hours each week.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	These services for staff and students have meant a more cohesive group for everyone. Having staff content and their materials and facilities of a high quality, they work better with students. This shows in their achievements.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The largest difference was in maintenance of our facilities. We over budgeted the reroofing job by more than 10,000 dollars. That was a significant savings.
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.	None, we intend to continue all aspects including 2% salary increase to remain competitive.

Goal 6

Our students will graduate with a sense of confidence in developing relationships with employers and elders. Included in this is the ability to converse with adults and have meaningful interactions.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric A: Class sizes will be maintained at an average not to exceed 20:1 school wide.
 Metric B: Advisory program size will be maintained at an average not to exceed 16:1.
 Metric C: Additional Support will be provided for LI, EL and FY.

ACTUAL

Metric A: Class size averages were well below the 20:1 threshold.
 Metric B: No advisory program exceeded 16 students for more than 2 days.
 Metric C: An additional 0.5 resource teacher and 0.5 aide were added to help support additional LI, EL and FY students.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

The addition of 1.0 additional staff members will maintain the CSR. Overall, the staff is increased by 8 fte staff members to maintain the ratio.

ACTUAL

We increased staffing to maintain the CSR.

Expenditures	BUDGETED \$519,200 LCFF	ESTIMATED ACTUAL \$519,200 LCFF
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Action **2**

Actions/Services	PLANNED An additional .5 non-certificated aide will be added to assist with EL, Low Income and Foster Youth, under the direction of the Coordinator of Student Services.	ACTUAL A 0.5 aide has been added to assist within classrooms with the LI, EL and FY students.
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Expenditures	BUDGETED \$19,000 LCFF	ESTIMATED ACTUAL \$19,000 S&C
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ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	In this area, all goals were achieved and the additional staffing has allowed a maintained CSR of under 20:1 with daily advisory contacts at 16 or fewer. This allows for staff to connect with students more effectively and work directly with students that need the extra help and guidance. Our additional .5 aide has freed up a resource teacher to offer success skills classes strategically to students struggling.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The most effective component is the personalization that teachers can achieve with smaller class and advisory sizes. It is more than just collecting paperwork to fill a plan, it becomes strategic assistance to help students with goal setting, improving grades and working to increase their success in school. Having the additional aide this year has meant more services for our students that are struggling by offering a “Success Skills” class that 10 th through 12 th graders can access to get additional help and a safe place to work. This has been particularly helpful for EL and FY students that do not have a quiet place to work when they leave.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We do not anticipate any significant difference in budgeted vs. actual expenditures.
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.	Next year, we will increase our credentialed resource staff by 0.5 fte and eliminate the 0.5 aide position. This will allow more options for helping students within and outside of classrooms. In addition, we will add an additional 0.75 fte staff in the Machining Trades course.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The parent and community meetings were held on September 13th, 2016 and February 16th, 2017.

In addition, a survey was mailed out to all parents, put on the home page of our website for the community and families and sent home with all students in December. The feedback was reviewed and included in our LCAP this year.

Staff is involved in the development and review of the LCAP monthly at staff meetings. The goals are reviewed and targets are updated so that all staff know, understand and can work toward helping our unduplicated population and all other student set and achieve their goals.

The board is updated on our progress at every board meeting. The goals are reviewed and specific progress and markers are presented and discussed.

Board Approval for the 2017-18 LCAP was granted on June 20, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The surveys conveyed that parents and students were mostly happy with their levels of involvement, but did bring up some interesting considerations for next year. Several of the parents were requesting more information about college and what we do to work with our students to make them aware of all options. (Goal 2, Action 2; Goal 4, Action 2) Professional Development will be held to train staff on methods of communication. Staff time will be designated to create information documents and updates to parents. Communication is always a troubling conversation; there are so many variables and meanings for communication. While no parent identified concerns over communication or access to staff, there were concerns about our Parent Portal system not being updated for certain classes and requests that teachers email parents directly as needed and more frequently. For 2017-18, NCTT will implement several solutions to getting information to parents and students. (Goal 1, Action 2)

In programmatic changes, we will work for our advisory teachers to have greater access to email groups for their students. In individual classes, this

was the first year with access for staff to emails using the parent portal. We will look into additional apps for staff to increase their ability to text and email parents. (Goal 1, Action 2) NCTT will be purchasing the Remind App to reach parents. This will be a pilot of the program and will be evaluated at the semester to determine effectiveness.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

We want our students to achieve higher proficiency using course materials that are representative of our focus on career and college readiness.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to learn using relevant and engaging materials. Teachers need to employ engaging and proven strategies to empower students to learn.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Increase in	The percentage of	The percentage of	The percentage of	The percentage of

<p>CAASPP proficiency by 10% through PD and new materials for common core instruction.</p>	<p>students scoring proficient or above on state assessments in English-Language Arts and Mathematics will be prior year proficiency levels.</p>	<p>students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.</p>	<p>students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.</p>	<p>students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.</p>
<p>1B. Increase in CAST proficiency by 10% after pilot year. Through alignment of materials to NGSS.</p>	<p>The percentage of students scoring proficient or above on state assessments in Science will be prior year proficiency levels.</p>	<p>2016-17 is the pilot year, so 2017-18 will be the first year for baseline proficiency levels</p>	<p>The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.</p>	<p>The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.</p>
<p>1C. NWEA MAP Levelled Assessments (Tested in Fall, Winter and Spring) will show 1.25 years in growth in Math and 1.1 years growth in Reading and ELA. Through PD, instructional time and materials.</p>	<p>Reading, Math and ELA NWEA MAP results from Summer/Fall each year will serve as the baseline for individual and group achievement.</p>	<p>MAP results are a leveled assessment. Overall, on average students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.</p>	<p>MAP results are a leveled assessment. Overall, students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.</p>	<p>MAP results are a leveled assessment. Overall, students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings.	The focus for 2018-19 will be Science and elective programs.	a. The focus for 2019-20 will be Math and elective programs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	6000	Amount	7000	Amount	7000
Source	LCFF, CPA	Source	LCFF, CPA	Source	LCFF, CPA
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development training time and opportunities for all core and CTE and	The PD focus will be on finishing the collaboration and	The PD focus will be on content area curriculum and enhancing

vocational staff will be implemented to create a more diverse and engaging schoolwide academic environment. Advisory content and program development will be a key element for staff development time.

cross-curricular development for CTE/elective and core academics as well as advisory improvements.

access to technology in all courses.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	26,000	Amount	26,000	Amount	26,000
Source	LCFF, CPA	Source	LCFF, CPA	Source	LCFF, CPA
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)

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 **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings.	The focus for 2018-19 will be Science and elective programs.	b. The focus for 2019-20 will be Math and elective programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 4,000	Amount: 4,000	Amount: 4,000
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference: Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference: Books and Supplies(4000), Services(5000), Prof Services(5000)

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

Library materials will be updated and made available for student use and check out.

Library materials will be updated and made available for student use and check out.

Library materials will be updated and made available for student use and check out.

BUDGETED EXPENDITURES

2017-18

Amount: 1,000

Source: LCFF

Budget Reference: Books and Supplies(4000)

2018-19

Amount: 1500

Source: LCFF

Budget Reference: Books and Supplies(4000)

2019-20

Amount: 2000

Source: LCFF

Budget Reference: Books and Supplies(4000)

Action **5**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified

2019-20

New Modified

	Unchanged	Unchanged
Library materials will be updated and made available for student use and check out.	Library materials will be updated and made available for student use and check out.	Library materials will be updated and made available for student use and check out.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	500	Amount	500	Amount	500
Source	S&C	Source	S&C	Source	S&C
Budget Reference	Books and Supplies(4000)	Budget Reference	Books and Supplies(4000)	Budget Reference	Books and Supplies(4000)

New
 Modified
 Unchanged

Goal 2	Our students need to be given more opportunities to be college and career ready through additional course work, activities and related field trips.
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State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need assistance to prepare for their future, either in career guidance, college and major selection, or both. Many times this involves researching and visiting work sites.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A: Academic Rigor will	Staff will be provided time to	For 2017-18	For 2018-19 courses not	For 2019-20 courses

<p>increase as demonstrated by a-g course approvals.</p>	<p>develop coursework with the rigor of the a-g requirements. 75% of all courses are currently a-g approved.</p>	<p>courses not yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor, Relevance and Relationships to meet or exceed the standards for UCCI submission. 80% of all courses will be a-g approved.</p>	<p>yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor, Relevance and Relationships to meet or exceed the standards for UCCI submission. 85% of all courses will be a-g approved.</p>	<p>not yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor, Relevance and Relationships to meet or exceed the standards for UCCI submission. 85% of all courses will be a-g approved.</p>
<p>2B: Relevance of curriculum and pathways will be discussed with community and parents.</p>	<p>Parent, community and advisory committee meetings will be help to identify and implement high need, high wage career pathways. Curriculum and competency development committees will help determine staffing, facility upgrades and materials to purchase.</p>	<p>A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.</p>	<p>2017-18 schedule will be maintained.</p>	<p>2017-18 schedule will be maintained.</p>
<p>Metric C: Relationships with industry will be stress to maintain course relevance in our region.</p>	<p>CTE staff will work with the advisory committee and local partners to develop new opportunities for students to</p>	<p>Time will be scheduled for two CTE staff members to have regular access</p>	<p>2017-18 schedule will be maintained</p>	<p>2017-18 schedule will be maintained</p>

earn internships and job shadowing. Schoolwide advisory council will be formed in 2017-18 to include all CTE programs.

to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
80% of all courses will be a-g approved.	85% of all courses will be a-g approved.	85% of all courses will be a-g approved.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 3,000	Amount: 3,000	Amount: 3,000
Source: LCFF, CPA, CTEIG	Source: LCFF, CPA, CTEIG	Source: LCFF, CPA

Budget Reference

Salary(1000, 2000), Benefits(3000)

Budget Reference

Salary(1000, 2000), Benefits(3000)

Budget Reference

Salary(1000, 2000), Benefits(3000)

Action 2

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

2018-19

New Modified Unchanged

2017-18 schedule will be maintained.

2019-20

New Modified Unchanged

2017-18 schedule will be maintained.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1,500	Amount	1,500	Amount	1,500
Source	CPA, CTEIG	Source	CPA, CTEIG	Source	CPA, CTEIG
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.	Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a	Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at

	workplace or at school or another appropriate site.	school or another appropriate site.
--	---	-------------------------------------

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 19,600	Amount: 20,188	Amount: 20,800
Source: LCFF, CPA, CTEIG	Source: LCFF, CPA	Source: LCFF, CPA
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

New
 Modified
 Unchanged

Goal 3

Our students will attend school more often and improve behavior.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

School attendance is an issue. More than 50% of our students begin having been a part of a SARB process or have received notifications from prior schools of excessive absences.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A. Instructional Days/School Year will be 180 days.	For Charter Schools, a minimum of 175 student days is required.	The school calendar will include 180 student days.	The school calendar will include 180 student days.	The school calendar will include 180 student days.

<p>3B. Student Attendance targets will be maintained at 94%</p>	<p>School will work with parents and community to address issues to increase student attendance through positive interventions to be developed by staff and parent committees, information to parents and counseling services offered. Attendance has been the greatest barrier in most of our student's school careers. We have managed to get attendance to 93.5% for 2016-17.</p>	<p>Staff will work to achieve a minimum of 94% attendance rate.</p>	<p>Staff will work to maintain a minimum of 94% attendance rate.</p>	<p>Staff will work to maintain a minimum of 94% attendance rate.</p>
<p>3C. Systems will be in place to connect students to positive reinforcement.</p>	<p>Honor level system will continue to be implemented with greater frequency of rewards for positive behavior. Staff and parents will discuss possible behavior modifications to increase acceptable school behaviors and related reward system. For 2016-17, 11% of students were All Stars and 54% maintained Honor Level 1 all year.</p>	<p>For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.</p>	<p>For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.</p>	<p>18-19 Levels will be maintained.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The school calendar will include 180 student days.	The school calendar will include 180 student days.	The school calendar will include 180 student days.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 20,870	Amount: 22,000	Amount: 24,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.	Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.	Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1400	Amount: 1400	Amount: 1400
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.	For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.	For 2019-20, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 9,100	Amount 10,000	Amount 11,000
Source LCFF, CPA	Source LCFF, CPA	Source LCFF, CPA
Budget Reference Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

New

Modified

Unchanged

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The school calendar will include 180 student days.	The school calendar will include 180 student days.	The school calendar will include 180 student days.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 5000	Amount: 6000	Amount: 8000
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

Action **5**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.	Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.	Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 600	Amount: 600	Amount: 600
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

Action **6**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.

2018-19

New Modified Unchanged

For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

2019-20

New Modified Unchanged

For 2019-20, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

BUDGETED EXPENDITURES

2017-18

Amount 500

Source S&C

Budget Reference

Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

2018-19

Amount 1,000

Source S&C

Budget Reference

Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

2019-20

Amount 2,000

Source S&C

Budget Reference

Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

New Modified Unchanged

Goal 4

Our students will be prepared for college & career and graduate from high school. Parents will be made a greater part of goal setting and planning.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to be made aware of the processes to be prepared for college and career. Parents education needs to occur to help coordinate their goals for their children.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4A. In order to increase awareness and achievement, Certificates at Graduation will be linked to our competencies for students to understand the “Why” in education.	Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses.	Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.	Common core and CTE to work together to begin development of CTE/core aligned competencies.	All CTE courses will have competencies implemented that define Common Core instruction in Math and ELA.
4B. More students will take the PSAT and be College Ready.	Professional Development, technology and material resources for all staff of 9 th , 10 th and 11 th grade students for the purpose of developing materials for students to better understand requirements and develop a plan to implement PSAT	10% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student’s scores. Student and parent resources will be purchased or	15% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student’s scores. Student and parent resources will be purchased or developed	20% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student’s scores. Student and parent resources will be purchased or developed to help students and parents learn more about post high school college and

	testing.	developed to help students and parents learn more about post high school college and career options.	to help students and parents learn more about post high school college and career options.	career options.
4C. Credit Recovery Pass Rate goals will be set for 90% of courses begun will be completed.	Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery.	90% of courses deficient will be made up by students.	Goal will be maintained.	Goal will be maintained.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.	Common core and CTE to work together to begin development of CTE/core aligned competencies.	All CTE courses will have competencies implemented that define Common Core instruction in Math and ELA.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="9,500"/>	Amount <input type="text" value="9,500"/>	Amount <input type="text" value="9,500"/>

Source	LCFF, CTEIG, CPA	Source	LCFF, CTEIG, CPA	Source	LCFF, CPA
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
10% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	15% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	20% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1,400	Amount 1700	Amount 2000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.	Goal will be maintained.	Goal will be maintained.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 29152	Amount: 35000	Amount: 37000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Budget Reference: Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Budget Reference: Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
10% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	15% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	20% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	200	Amount	300	Amount	500
Source	S&C	Source	S&C	Source	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.	Goal will be maintained.	Goal will be maintained.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	21041	Amount	23000	Amount	25000
Source	S&C	Source	S&C	Source	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)

New

Modified

Unchanged

Goal 5

Our learning materials, teacher assignment and retention and facilities will promote achievement and academic growth.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5A. Basic Services	All staff will be fully credentialed by the state of California.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.
5B. Basic Services	All course materials will be accessible to all students and facilities will be maintained according to the respective ed codes. We will have 100% compliance with the Williams Act.	Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.	Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.	Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.
5C. Basic Services	Employees will be an integral and valued part	Staff will receive a 2% raise in both salary and	Staff will receive a 3% raise in both salary and	Staff will receive a 3% raise in both salary and benefits.

of the instructional design, development and growth of Trade Tech.

benefits.

benefits.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 9,500	Amount: 6,000	Amount: 8,000
Source: LCFF, Educator Effectiveness	Source: LCFF, Educator	Source: LCFF, Educator Effectiveness

Budget Reference

Salary(1000, 2000), Benefits(3000), Services(5000), Prof Services(5000)

Budget Reference

Effectiveness
Salary(1000, 2000), Benefits(3000), Services(5000), Prof Services(5000)

Budget Reference

Salary(1000, 2000), Benefits(3000), Services(5000), Prof Services(5000)

Action 2

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

2018-19

New Modified Unchanged

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

2019-20

New Modified Unchanged

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 708,000	Amount: 723,000	Amount: 738,000
Source: LCFF, SB740	Source: LCFF, SB740	Source: LCFF, SB740
Budget Reference: Salary(1000, 2000), Benefits(3000), Services(5000)	Budget Reference: Salary(1000, 2000), Benefits(3000), Services(5000)	Budget Reference: Salary(1000, 2000), Benefits(3000), Services(5000)

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff will receive a 2% raise in both salary and benefits.	Staff will receive a 3% raise in both salary and benefits.	Staff will receive a 3% raise in both salary and benefits.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	28,000	Amount 37,000
Source	LCFF	Source LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000)	Budget Reference Salary(1000, 2000), Benefits(3000)

New
 Modified
 Unchanged

Goal 6

Our students will graduate with a sense of confidence in developing relationships with employers and elders. Included in this is the ability to converse with adults and have meaningful interactions.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our average enrolling student enters 2 years behind in Reading/ELA and 4 years behind in Math. Getting students to grade level and graduation required specific focused attention.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6A. School Climate, Class Size	Staffing for CSR will be a max of 20:1 schoolwide with 16:1 in CTE classes. This compares to 32:1 in traditional high schools.	The baseline will be maintained. This ratio requires and additional 60% staffing.	The baseline will be maintained.	The baseline will be maintained.
6B. Our 5 year Graduation Rate with remain above 97.5%.	Our 4 and 5 year graduation rates will reflect our commitment to working with students that struggle but	Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist	Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students	Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating.

	succeed.	students in graduating.	in graduating.	

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.	The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.	The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 868800	Amount: 900000	Amount: 950000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Our 5 year graduation rate will remain above 97.5%. Credit recovery and counseling will be utilized to assist students in graduating.	Our 5 year graduation rate will remain above 97.5% Credit recovery and counseling will be utilized to assist students in graduating.	Our 5 year graduation rate will remain above 97.5% Credit recovery and counseling will be utilized to assist students in graduating.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 30,000	Amount: 30,000	Amount: 30,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Budget Reference: Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof	Budget Reference: Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)

[Redacted]

Services(5000)

[Redacted]

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.	The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.	The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 89200	Amount: 95000	Amount: 101000
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)	Budget Reference: Salary(1000, 2000), Benefits(3000)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$ 121,041

[Percentage to Increase or Improve Services:](#)

8.90 %

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](#)).

Goal 1 Action 1 Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings. This \$1,000 from S&C will allow for staff to find, develop and implement curricula and related materials to specifically assist our unduplicated populations.

Goal 1 Action 3 Library materials will be updated and made available for student use and check out. This \$141 from S&C for library materials will allow for a greater diversity of reading materials for our unduplicated populations.

Goal 3 Action 1 The school calendar will include 180 student days. This \$2,500 from the S&C for additional school days will help our unduplicated population by giving them more instructional time for learning and more instructional days in a school to help focus on their future.

Goal 3 Action 2 Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences. This \$200 from S&C will be used to help coordinate parent communication and education on how to get their student to school and ready for learning.

Goal 3 Action 3 For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status. This \$900 from S&C allows the unduplicated students to be recognized more often in educationally safe manners. It will allow for a more rewarding environment to learn and grow.

Goal 4 Action 2 10% of Sophomore class will take the PSAT. 100% of 9th grade parents will receive education about the MAP testing and their

student's results. This 200 from S&C will allow for more unduplicated students to learn about college and be better prepared for future careers. It will also help with the education of parents in respect to MAP testing, state testing and schoolwide testing.

Goal 4 Action 3 Staff, technology and material resources will be allocated to assist 10th, 11th and 12th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students. This \$25,000 from the S&C will help our unduplicated students specifically in their core academics. This funding will allow for a full-time resource staff that is dedicated to assisting our unduplicated students and Special Education students with their struggles with the creation of 10th through 12th grade Success Skills courses where individual assistance can be offered to students that are struggling in high school.

Goal 6 Action 1 The baseline of 20:1 will be maintained. This ratio requires an additional 60% staffing. This \$88,100 from the S&C will provide for smaller classes to better help out unduplicated students perform in our regular classrooms. Building quality relationships helps our students understand the value of what they are learning.

Goal 6 Action 2 Our 5 year graduation rate will remain above 97.5%. Credit recovery and counseling will be utilized to assist students in graduating. This \$3000 will be used to help our unduplicated students by offering additional supported sections of credit recovery. This is vital as 30% of our students enter after the 9th grade and are credit deficient..

Local Control and Accountability Plan and Annual Update Template Instructions

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 Academic Performance Index;
- C. 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;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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?