

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

**New Designs Charter School - Watts**

Contact Name  
and Title

Paul Okaiteye,  
CEO

Email  
and  
Phone

[paul.okaiteye@newdesignscharter.net](mailto:paul.okaiteye@newdesignscharter.net)  
(213) 765-0130

## 2017-20 Plan Summary

### THE STORY

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

New Designs Charter School-Watts was the first charter school to open its doors in the Watts area in 2009. Like its sister school, it was established with the goal of developing an exemplary school offering high-quality, college-preparatory education to prepare students to succeed in a global, diverse, and technology-rich society. The school prepares students for post-secondary academic and career opportunities through excellent professional development for teachers; by encouraging the use of evidence-based teaching strategies in the classrooms; and by providing a curriculum that has enrichment and intervention programs for all students. Both middle and high school students are exposed to a wide ranging curriculum. In high school students choose among 3 career pathways in the areas of law, technology and finance. The school is also cementing a data driven culture that seeks to respond and address felt needs in the school community.

New Designs Charter School-Watts serves a diverse community located in the Willowbrook area in South Los Angeles. This is a historically underserved area. Over the years the school's enrollment has consistently mimicked the demographic changes taking place in the community served. Currently the school has a large proportion of Latino / Hispanic students, a modest number of Black /African American students, and a small proportion of all other races combined. About 92% of our students qualify for free or reduced lunch, 28% are classified as English Learners and 11.5% are classified as Students with Disabilities. The school serves 6<sup>th</sup> to 12<sup>th</sup> grade students drawn from surrounding elementary, middle and high schools. In the era of the API score the school consistently improved upon its score. This improvement trend has continued in the CAASPP era where the school has improved on its previous years' achievement performance. Most notable however, is that New Designs Charter-Watts has consistently had 100% of its graduating seniors meet or exceed the A-G requirements for admission to UC/CSU.

## LCAP HIGHLIGHTS

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

- Our LCAP has identified 4 goals developed with input from the stakeholders and school community over the years. The goals have also been informed by critical elements in Action Plans, the school Charter Petition, the school's WASC accreditation and experiences in implementation.
- **Goal 1:** All students will meet the A-G requirements and will exceed the UC and CSU entrance requirements. Goal will modify to "All students will be provided high quality education to raise their academic achievement in state and local assessments."
- **Goal 2:** 100% of the curriculum design is Common Core State Standards Aligned, UCOP Approved and supports the Career Pathway academic and work skills as specified by the Career Technical Education guidelines.
- **Goal 3:** 100% of faculty and staff will promote student engagement by building positive environment, inclusive of parent and community participation. Goal modifies to "Faculty and staff will promote student engagement by building positive environment, inclusive of parent and community participation to enhance connectedness to the school."  
**Goal 4:** 100% of the students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing positive behavior intervention strategies, increased parent involvement and improved attendance rates. Goal modifies to "Positive and exemplary student outcomes."

## 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

### CAASPP Results (2016):

- 15% schoolwide growth in student meeting or exceeding standards in the CAASSP-ELA from 2015 to 2016.
- 6% schoolwide growth in student meeting or exceeding standards in the CAASSP-math from 2015 and 2016.
- Our EL reclassification progress was 13.0% in 2013-14 but there has been no data for reclassification on the state web page for subsequent years.

### SUMMER school highlights:

- Summer bridge mathematics course for 8<sup>th</sup> graders going into 9<sup>th</sup> grade in following school year. This program was designed to raise students' mathematical skills as they move to high school.
- Summer school courses focused on STEM and the Arts (Robotics, Engineering, and Music).

### STUDENT preparations:

- Intervention: ELA *i*-Ready diagnostic and reading program is in progress of implementation for middle school. Special focus on

enhancing English Learner skills in language in an adaptive and inclusive environment.

- “Thousand Joys” is an organization that brings social emotional learning to students in a relatable fashion to a sizeable proportion of students in the school who need it.
- In-class coaching and help provided to core subject teachers by Curriculum Specialists (middle and high school). To provide teachers skills in using differentiation and other evidence-based strategies in the classrooms.
- High participation in school professional developments (PDs) including the addition of relevant outside PD presenters.
- Common Core curriculum alignment across subject areas and CTE alignment continues vigorously in the school. School administrators and Curriculum Specialists lead the way with oversight provided by the CMO.
- Increase in number of teachers attending PDs outside the school including enrollment in LAUSD Learning Zone online courses. Science teachers attended conferences on Next Generation Science Standards (NGSS).
- Increase in incidences of teacher-led PDs. Exemplar teachers shared with colleagues “what works” in their classrooms and how collaboration works.

**COLLEGE Readiness:**

- 100% A-G completion rate
- 95% of seniors admitted to 4 year colleges or community college.

**STUDENT connectedness:**

- Offered a wider variety of sporting and other extra-curricular activities (volley ball, football, basketball, soccer, track & field, music, debate team, cheer) to increase school spirit.
- Accentuating positives to increase school spirit: School assemblies recognize achievers on a weekly basis. More outside organizations invited to support and reinforce the schools Positive Behaviors Intervention and Supports.
- Students’ attendance rates have seen a 1%-2% increase compared to past figures.

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**

- Bring overall improvement in ELA and math performance to levels in the school’s action plans. This will improve school “dashboard” outlook which currently shows low performance for both ELA and Math with a yellow color code. Although there was a year on year improvement in CAASSP performance, the percentages meeting or exceeding standards were below those the CMO and the school set as targets in their Action Plans.

- Improvement in remedial and supplemental services provision in before and after school programs to help attain improved performance on state tests and internal benchmarks.
- Increase school's cohort graduation rate. Although our A-G completion rate is 100%, our cohort graduation rate (graduation rate which is roughly measured as a percentage of graduating seniors based on the numbers for the cohort when they enrolled in 9<sup>th</sup> grade) is low at 58.3% as per CDE DataQuest report. The school dashboard however, shows a graduation rate of 42.9% with color code red.
- Improvement in parent participation and satisfaction with school activities. Currently our parental participation is very low with consistency of participation coming from parents of students with disabilities or those of English learners. Our LCAP survey showed that 67% of parents felt the school encouraged parental involvement and participation in the school. Despite this fairly high percentage of a positive perspective, actual participation levels in school activities and committees are low. On a similar question in the student survey (My school is welcoming and facilitates parent involvement), only 37.8% of students agreed.
- Based on our parent surveys, only 70% felt the school sufficiently prepared students for success in college and career. Related also is that 78% of parents felt students were achieving sufficiently on state and local assessments.
- Based on our student survey, 24.7% of students felt the school was clean and in good condition.

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

- Data Dashboard report for available data showed red for graduation rate with a low status of 42.9% which though represents a significant increase of +11.8%. Subgroup data is not available. However, CDE DataQuest graduation report shows a graduation rate of 58.3%
- In mathematics school performance was in the yellow band at 121.2 points below level 3. This though was a significant increase (+27.1 points). For our subgroups, Socio-economically Disadvantaged, English Learners and Hispanics were in yellow while African Americans were in orange.
- In ELA school performance was in the yellow band at 74.4 points below level 3. This was a significant increase (+35 points). All our subgroups, Socio-economically Disadvantaged, African Americans, English Learners and Hispanics were all in yellow.
- While English Learner progress performance was not reflected on the dashboard our internal analysis showed the subgroup lagging in both ELA and mathematics compared to the three other subgroups.
- The data shows need for dedicated focus on English Learners with intervention programs to boost their performance across curriculum. The Summer Bridge program will help incoming freshman boost their conceptual grasp of mathematics. The Summer Stem program helps

students stay engaged in the summer to prevent summer loss. Over the Break assignments including summer readings also keep students engaged in academic work. The school will continue to strengthen its CCSS and NGSS cross curriculum alignments to achieve greater clarity and enhance performance outcomes. The ELD program is also undergoing transformation and strengthening to help our EL population. Professional Development will be targeted to address extant problems in both the general education and special education spheres. Focus will be on increasing rigor in the classroom while fully engaging students in a Common Core Curriculum.

### INCREASED OR IMPROVED SERVICES

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

To increase and improve reading and comprehension capabilities for our low income students, English Learners and students with disabilities, the school proposes to add a credentialed and experienced reading specialist as well as adequate numbers of aides to help with instruction. As a school we acknowledge the importance of reading as factor in academic success. Already a robust reading program is being done through the services of an EL coordinator. The before and after school program will be strengthened to streamline communications, student assignments and tasks between regular class teachers and the afterschool tutors. Build on and improve on our complimentary programs PBIS and Response to Intervention (Rtl).

### 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

\$4,542,244

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

\$442,868

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.

The following listing of expenditures are included in total General Fund Expenditures:

Title 1 Resources to Schools and Summer programs: \$189,515

Title 11 Res. for Teacher-Professional development and quality instructional development: \$3,128

Title 111 ELL: \$13,145

Charter School Facility Grants : \$288,000

\$442,868

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

All students will meet the A-G requirements and will exceed the UC and CSU entrance requirements.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1) Meet or exceed CAASPP growth targets as applicable.
- 2) English Learner Reclassification rate of 20%
- 3) Students show 20% growth over each benchmark administered on a bi-monthly basis.
- 4) Maintain 100% graduation satisfying "a-g" requirements
- 5) Improve rate of students passing Advance Placement exam with a score of 3 or higher to 60%
- 6) Maintain 100% AEP participation and ensure 55% score "Adequate or higher"
- 7) Improve graduation rate by 3% to a steady rate of 95%

#### ACTUAL

- 1) Only partial results for the 2016-17 CAASPP data were available and schoolwide they did not meet set Action Plan targets of 55% of students meeting or exceed standards.
- 2) 2016-17 English Learner reclassifications did not meet target.
- 3) 2016-17 Benchmark growth did not meet set targets.
- 4) School maintained 100% "a-g" completion rate.
- 5) AP pass rate with score  $\geq 3$  by 60% of students not met.
- 6) Baseline measure not established.
- 7) Cohort graduation rate is 58.4%
  - a. Our students received multiple acceptance offers from UC/CSU:
    - i. 25% accepted to UC
    - ii. 57% accepted to CSU
  - b. Students attending UC campus in 2017-'18 School Year is 18%
  - c. Students attending CSU campus in 2017-'18 School Year is 50%
    - i. Students attending CA Community College in 2017-'18 School year is 50%.

ACTIONS/SERVICES

Action **1**

Actions/Services

**PLANNED**  
Purchase core instructional materials that are aligned to CCSS, including materials for CTE program and develop curriculum and pacing guides that align with the Common Core State Standards; The Career Pathways offered are UCOP approved and follow the Career Technical Education Guidelines;

**ACTUAL**  
Purchase core instructional materials that are aligned to CCSS, including materials for CTE program and develop curriculum and pacing guides that align with the Common Core State Standards; The Career Pathways offered are UCOP approved and follow the Career Technical Education Guidelines;

Expenditures

**BUDGETED**  
\$29,824

**ESTIMATED ACTUAL**  
\$25,318

Action **2**

Actions/Services

**PLANNED**  
Strengthen advisory program – Ensure students are California Assessment of Student Performance and Progress (CAASPP) ready; Student Learning Plans are updated and monitored regularly through the Advisory Program; administered thrice a year.

**ACTUAL**  
Strengthen advisory program – Ensure students are California Assessment of Student Performance and Progress (CAASPP) ready; Student Learning Plans are updated and monitored regularly through the Advisory Program; administered thrice a year.

Expenditures

**BUDGETED**  
\$11,184

**ESTIMATED ACTUAL**  
\$9,494

Action **3**

Actions/Services

**PLANNED**  
Board Retreat/CMO retreat – focuses on strategic planning and leadership training - planning and strategy.

**ACTUAL**  
Board Retreat/CMO retreat – focuses on strategic planning and leadership training - planning and strategy.



Expenditures	<b>BUDGETED</b> \$22,368	<b>ESTIMATED ACTUAL</b> \$18,988
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Action **4**

Actions/Services	<b>PLANNED</b> Charter Management Organization Walkthrough and E-Walkthrough is scheduled for all New Designs Charter Schools –is scheduled bi-monthly for all New Designs Charter Schools. The CMO Walkthrough involves actual oversight visit and CMO E-Walkthrough focuses on data gathering.	<b>ACTUAL</b> Charter Management Organization Walkthrough and E-Walkthrough is scheduled for all New Designs Charter Schools –is scheduled bi-monthly for all New Designs Charter Schools. The CMO Walkthrough involves actual oversight visit and CMO E-Walkthrough focuses on data gathering.
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Expenditures	<b>BUDGETED</b> \$24,232	<b>ESTIMATED ACTUAL</b> \$20,571
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Action **5**

Actions/Services	<b>PLANNED</b> Leadership Training – 4 Pupil/Faculty Free Days allocated for administrators’ training (includes school sites), <b>and</b> Professional Development for Faculty/Staff – 11 days allocated for teacher training apart from the Bi-weekly two-hour PD scheduled on Wednesdays, <b>and</b> New Teacher Academy – A program designed for all newly hire teachers scheduled every Thursdays.	<b>ACTUAL</b> Leadership Training – 4 Pupil/Faculty Free Days allocated for administrators’ training (includes school sites), <b>and</b> Professional Development for Faculty/Staff – 11 days allocated for teacher training apart from the Bi-weekly two-hour PD scheduled on Wednesdays, <b>and</b> New Teacher Academy – A program designed for all newly hire teachers scheduled every Thursdays.
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Expenditures	<b>BUDGETED</b> \$11,184	<b>ESTIMATED ACTUAL</b> \$9,494
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Action **6**

Actions/Services

**PLANNED**  
 Curriculum, instruction and assessment: Formation of Curriculum Committee – CCSS-aligned curriculum; Career Pathways follow the Career Technical Education Guidelines. ELA/ELD Curriculum Workshop – Equip teachers and staff in addressing the learning needs of all English Learners; EL Coordinator creates an Individualized EL Passport to guide differentiated instruction. Add and maintain four additional AP courses, namely: AP Chemistry, AP Economics, AP Government, and AP Computer Science. Provide English Language Arts /Math Summer Bridge program to all 9th graders.

**ACTUAL**  
 Curriculum, instruction and assessment: Formation of Curriculum Committee – CCSS-aligned curriculum; Career Pathways follow the Career Technical Education Guidelines. ELA/ELD Curriculum Workshop – Equip teachers and staff in addressing the learning needs of all English Learners; EL Coordinator creates an Individualized EL Passport to guide differentiated instruction. Add and maintain four additional AP courses, namely: AP Chemistry, AP Economics, AP Government, and AP Computer Science. Provide English Language Arts /Math Summer Bridge program to all 9th graders.

Expenditures

**BUDGETED**  
 \$22,368

**ESTIMATED ACTUAL**  
 \$18,988

Action **7**

Actions/Services

**PLANNED**  
 Improve graduation rates, offer English Language Arts/ Math academic enrichment classes, provide tutorial support for struggling Foster Youth students and establish policy around the needs of FY as well as ensure daily attendance of FY students. Design a Foster Youth student Passport to inform academic interventions in the classroom.

**ACTUAL**  
 Improve graduation rates, offer English Language Arts/ Math academic enrichment classes, provide tutorial support for struggling Foster Youth students and establish policy around the needs of FY as well as ensure daily attendance of FY students. Design a Foster Youth student Passport to inform academic interventions in the classroom.

Expenditures

**BUDGETED**  
 \$7,456

**ESTIMATED ACTUAL**  
 \$6,329

Action **8**

Actions/Services

**PLANNED**  
 Provide support to teachers to fully implement Academic Enrichment Program and Integrate technology in the learning process. Data-Driven Decision Making – Tracking student academic progress regularly to inform instruction.

**ACTUAL**  
 Provide support to teachers to fully implement Academic Enrichment Program and Integrate technology in the learning process. Data-Driven Decision Making – Tracking student academic progress regularly to inform instruction.

Expenditures

**BUDGETED**  
 \$11,184

**ESTIMATED ACTUAL**  
 \$9,494

Action **9**

Actions/Services

**PLANNED**  
 Provide Extended Learning Academy Program encompassing Before School, After School, and Saturday Academy. Accelerated College Program: Students take Engineering class on campus through partnership with LACC. Students also enroll college courses at Community Colleges. Intervention & Support: 9th-12th grade students enroll in APEX , an online credit recovery program, CAASPP/SAT classes are offered to High School students. Provide independent study to address credit recovery.

**ACTUAL**  
 Provide Extended Learning Academy Program encompassing Before School, After School, and Saturday Academy. Accelerated College Program: Students take Engineering class on campus through partnership with LACC. Students also enroll college courses at Community Colleges. Intervention & Support: 9th-12th grade students enroll in APEX , an online credit recovery program, CAASPP/SAT classes are offered to High School students. Provide independent study to address credit recovery.

Expenditures

**BUDGETED**  
 \$14,912

**ESTIMATED ACTUAL**  
 \$12,459

Action **10**

Actions/Services

**PLANNED**  
English Language Learners: Conduct professional development for teachers to support English Learners. Implement the EL Master Plan. Integrate visual and Performing Arts.

**ACTUAL**  
English Language Learners: Conduct professional development for teachers to support English Learners. Implement the EL Master Plan. Integrate visual and Performing Arts.

Expenditures

**BUDGETED**  
\$18,640

**ESTIMATED ACTUAL**  
\$15,824

Action **11**

Actions/Services

**PLANNED**  
Hire a Special Education consultant and para-professional staff to support the Resource department. Purchase Common Core State Standards instructional resource materials.

**ACTUAL**  
Hire a Special Education consultant and para-professional staff to support the Resource department. Purchase Common Core State Standards instructional resource materials.

Expenditures

**BUDGETED**  
\$18,640

**ESTIMATED ACTUAL**  
\$15,823

Action **12**

Actions/Services

**PLANNED**  
Enroll more High School Students in early college programs including community college. Offer two additional career pathways to High School students namely, Visual and Performing Arts to all students in addition to four current pathways offered. Hire additional teachers to teach Career Technical Education-aligned career pathway courses. Establish more Technology Labs (mobile carts or physical building) to better prepare students for the Computer Adaptive Test Smarter Balanced Assessment.

**ACTUAL**  
Enroll more High School Students in early college programs including community college. Offer two additional career pathways to High School students namely, Visual and Performing Arts to all students in addition to four current pathways offered. Hire additional teachers to teach Career Technical Education-aligned career pathway courses. Establish more Technology Labs (mobile carts or physical building) to better prepare students for the Computer Adaptive Test Smarter Balanced Assessment.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$26,096	\$20,307

## 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.	This was the second year of implementation of the goal and all actions and services in support of this goal were utilized. The main focus was to start preparing through a rigorous program at all grade levels to ensure that by the time students in middle school get to high school, or students in high school get to graduate, they will have taken and passed courses that satisfy UC/CSU admission requirements. To introduce and maintain rigor, teachers were provided relevant professional development, students were tested and provided the help they needed, and curriculum aligned instructional materials were provided.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions taken were effective, all (100%) our graduating seniors met or exceeded the UC/CSU entrance requirements. Our 2016-17 data reveals 96% of the student we had in the senior class graduated. Our four year college acceptance rate was 82%. <ul style="list-style-type: none"><li>• 82% accepted (offered) in the UC/CSU colleges (25% UC; 57% CSU).</li><li>• 50% accepted to Community Colleges.</li><li>• 50% will attend UC/CSU.</li></ul>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no material variance between Budgeted Expenditure and Estimated Actual Expenditure.
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.	Because our students are consistently meeting or exceeding the UC/CSU entrance requirements the goal will change and focus on 6-12 grade academic performance and provision of high quality education in a CCSS aligned and streamlined Curriculum. Efforts will focus on developing and providing quality teachers, provision of relevant professional development to teachers, aligning curriculum to CCSS, providing students a quality education, and the necessary instructional and learning supports they need.

# 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 2

100% of the curriculum design is Common Core State Standards Aligned, UCOP Approved and supports the Career Pathway academic and work skills as specified by the Career Technical Education guidelines.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1) 100% of the school administrators will participate in the Leadership Training conducted by the Charter Management Organization.
- 2) 100% of students will have access to the Common Core State Standards Aligned curriculum.
- 3) 100 % of the High School students will have access to a career pathway that is UCOP and Career Technical Education Aligned
- 4) 100% of the teachers will be NCLB Highly Qualified
- 5) 100% of the newly hired teachers will participate in a New Teacher Academy program
- 6) Maintain 100% Highly qualified teachers with no miss-assignments
- 7) Continue to maintain training for all full-time faculty
- 8) Students will receive instruction in CCSS, as evidenced by: unit/lesson plans developed by teachers, documentation of classroom walk-throughs, agendas for staff development showing CCSS and related PDs.
- 9) 100% of English Learners will have access to an ELA/ELD Curriculum.

#### ACTUAL

- 1) All school leaders attended at least three leadership training by the Charter Management Organization.
- 2) All students have access to CCSS aligned curriculum.
- 3) All students have access to Career Pathways. School is working on complete alignment.
- 4) 95% of teachers fully credentialed.
- 5) All new teachers attend New Teacher Academy on a regular basis.
- 6) All teachers have credentials or are on way to obtaining full credentials and are properly assigned.
- 7) All teachers continue to receive professional development.
- 8) All students are taught in the CCSS framework.
- 9) English Learners have access to ELD curriculum.

**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

<b>PLANNED</b>	<b>ACTUAL</b>
Curriculum, instruction and assessment – CCSS aligned; Academic Enrichment classes for Math and English; Test/SAT classes offered to High School Students; Career Pathways and AP Courses alignment. Develop curriculum and pacing guides that are aligned with new California Common Core State Standards. Strengthen advisory program – an avenue where the academic and work skill of the students are closely monitored. Continue to identify students who are potential GATE beginning 6th grade. Conduct Student Team Meetings to ensure student academic achievement among all students.	Curriculum, instruction and assessment – CCSS aligned; Academic Enrichment classes for Math and English; Test/SAT classes offered to High School Students; Career Pathways and AP Courses alignment. Develop curriculum and pacing guides that are aligned with new California Common Core State Standards. Strengthen advisory program – an avenue where the academic and work skill of the students are closely monitored. Continue to identify students who are potential GATE beginning 6th grade. Conduct Student Team Meetings to ensure student academic achievement among all students.

Expenditures

<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
\$7,456.00	\$6,329.45

Action **2**

Actions/Services

<b>PLANNED</b>	<b>ACTUAL</b>
Staff Development - Integrated Thematic Instruction – alignment of instruction across disciplines. Differentiated Instruction to better accommodate the varied learning styles and learning needs of students (SWD, GATE, EL, Foster Youth and the general student population). Provide trainings and support for teachers including Teacher Mentor Program and New Teacher Academy for newly hired teachers. For Extended Learning Academy - Conduct trainings for Before School, After School and Saturday tutors. Align Extended Learning Academy instruction with regular Math/English and academic enrichment classes.	Staff Development - Integrated Thematic Instruction – alignment of instruction across disciplines. Differentiated Instruction to better accommodate the varied learning styles and learning needs of students (SWD, GATE, EL, Foster Youth and the general student population). Provide trainings and support for teachers including Teacher Mentor Program and New Teacher Academy for newly hired teachers. For Extended Learning Academy - Conduct trainings for Before School, After School and Saturday tutors. Align Extended Learning Academy instruction with regular Math/English and academic enrichment classes.



Expenditures	<b>BUDGETED</b> \$3,728.	<b>ESTIMATED ACTUAL</b> \$3,164.73
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Action **3**

Actions/Services	<b>PLANNED</b> Continue to offer academic support to struggling students through Supplemental Educational Services. Establish policy around the needs of FY and ensure daily attendance of FY students. Design a Foster Youth student Passport to inform academic interventions in the classroom. Offer four additional AP courses to FY students namely: AP Chemistry, AP Economics, AP Government, and AP Computer Science.	<b>ACTUAL</b> Continue to offer academic support to struggling students through Supplemental Educational Services. Establish policy around the needs of FY and ensure daily attendance of FY students. Design a Foster Youth student Passport to inform academic interventions in the classroom. Offer four additional AP courses to FY students namely: AP Chemistry, AP Economics, AP Government, and AP Computer Science.
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Expenditures	<b>BUDGETED</b> \$7,456.00	<b>ESTIMATED ACTUAL</b> \$6,329.45
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Action **4**

Actions/Services	<b>PLANNED</b> Provide English Language Arts /Math Summer Bridge program College and Career Readiness: Provide support to teachers to fully implement. High School Graduation Requirements exceed UC and CSU entrance requirements. <b>Accelerated College Program:</b> Students take Engineering class on campus through partnership with LATCC. Students enroll college courses at accelerated colleges programs through local community colleges.	<b>ACTUAL</b> Provide English Language Arts /Math Summer Bridge program College and Career Readiness: Provide support to teachers to fully implement. High School Graduation Requirements exceed UC and CSU entrance requirements. <b>Accelerated College Program:</b> Students take Engineering class on campus through partnership with LATCC. Students enroll college courses at accelerated colleges programs through local community colleges.
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Expenditures	<b>BUDGETED</b> \$11,184.00	<b>ESTIMATED ACTUAL</b> \$9,494.18
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Action **5**

Actions/Services

<b>PLANNED</b>	<b>ACTUAL</b>
Offer AP courses that align with Career pathways: Law & Diplomacy – AP Government, Medical Science – AP Chemistry/AP Biology, Business and Finance – AP Economics, Information Technology - AP Computer Science. Expand extra-curricular activities offered to students: Science Olympiad. Provide high school students access to APEX credit recovery program to ensure timely graduation.	Offer AP courses that align with Career pathways: Law & Diplomacy – AP Government, Medical Science – AP Chemistry/AP Biology, Business and Finance – AP Economics, Information Technology - AP Computer Science. Expand extra-curricular activities offered to students: Science Olympiad. Provide high school students access to APEX credit recovery program to ensure timely graduation.

Expenditures

<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
\$14,912	\$12,659

Action **6**

Actions/Services

<b>PLANNED</b>	<b>ACTUAL</b>
Align Extended Learning Academy instruction with regular Math/English and academic enrichment classes. Continue to offer academic support to struggling students through Supplemental Educational Services. Establish policy around the needs of FY. Ensure daily attendance of FY students.	Align Extended Learning Academy instruction with regular Math/English and academic enrichment classes. Continue to offer academic support to struggling students through Supplemental Educational Services. Establish policy around the needs of FY. Ensure daily attendance of FY students.

Expenditures

<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
\$7,456.00	\$6,329.45

Action **7**

Actions/Services

**PLANNED**  
 Design a Foster Youth Student Passport to inform academic interventions in the classroom.  
 Offer four additional AP courses to FY students namely: AP Chemistry, AP Economics, AP Government, and AP Computer Science.  
 15. Provide English Language Arts /Math Summer Bridge program

**ACTUAL**  
 Design a Foster Youth Student Passport to inform academic interventions in the classroom.  
 Offer four additional AP courses to FY students namely: AP Chemistry, AP Economics, AP Government, and AP Computer Science.  
 15. Provide English Language Arts /Math Summer Bridge program

Expenditures

**BUDGETED**  
 \$14,912

**ESTIMATED ACTUAL**  
 \$12,658.91

Action **8**

Actions/Services

**PLANNED**  
 High School Graduation Requirements exceed UC and CSU entrance requirements.  
 Accelerated College Program: Students take Engineering class on campus through partnership with LATCC.

**ACTUAL**  
 High School Graduation Requirements exceed UC and CSU entrance requirements.  
 Accelerated College Program: Students take Engineering class on campus through partnership with LATCC.

Expenditures

**BUDGETED**  
 \$5,592.00

**ESTIMATED ACTUAL**  
 \$4,747.09

Action **9**

Actions/Services	<b>PLANNED</b> Offer AP courses that align with Career pathways: Expand extra Non-curricular activities offered to students: Science Olympiad	<b>ACTUAL</b> Offer AP courses that align with Career pathways: Expand extra Non-curricular activities offered to students: Science Olympiad
Expenditures	<b>BUDGETED</b> \$5,592.00	<b>ESTIMATED ACTUAL</b> \$4,747.09

Action **10**

Actions/Services	<b>PLANNED</b> High School students have access to APEX credit recovery program to ensure timely graduation.	<b>ACTUAL</b> High School students have access to APEX credit recovery program to ensure timely graduation.
Expenditures	<b>BUDGETED</b> \$7,456.00	<b>ESTIMATED ACTUAL</b> \$6,329.45

Action **11**

Actions/Services	<b>PLANNED</b> Extended Learning Academy Program encompassing Before School, After School, and Saturday Academy	<b>ACTUAL</b> Extended Learning Academy Program encompassing Before School, After School, and Saturday Academy
Expenditures	<b>BUDGETED</b> \$7,456.00	<b>ESTIMATED ACTUAL</b> \$6,329.45

Action **12**

Actions/Services

**PLANNED**  
Students enroll college courses at Community Colleges

**ACTUAL**  
Student Enrolled and completed college prep courses in several community colleges.

Expenditures

**BUDGETED**  
\$7,456.00

**ESTIMATED ACTUAL**  
\$6,329.45

## 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 school fully implemented all actions and will continue to refine its curriculum alignment processes. For the Career Pathways the school has engaged robust curriculum from Project Lead the Way (PLTW) and is building its staff capacity through trainings from PLTW. Now all curriculum is CCSS and school is working to effect vertical and horizontal integration.

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

The actions and services have been effective. Teachers had meaningful PDs and are now appreciative of the breadth and scope of CCSS curriculum and how cross-curricular practices are helpful in teaching practices and student knowledge acquisition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material variance between Budgeted Expenditure and Estimated Actual Expenditure.

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.

Changes made come with a better understanding of CCSS and the need for alignment. Efforts are more focused. The year on year gains in the CAASPP are strongly associated with teachers' enriched appreciation of CCSS and the alignment effect. There school's approach will remain the same as it is producing positive outcomes.

# 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 3

**Goal 3:** 100% of faculty and staff will promote student engagement by building positive environment, inclusive of parent and community participation

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1) Maintain parent participation through conferencing, and surveys.
- 2) Expect student daily attendance rate to increase from 97.5% to 98%.
- 3) Increase parent involvement by 8% from previous year.
- 4) Teachers employ strategies that engage students.
- 5) Teachers work with parents to positively engage students.

#### ACTUAL

- 1) School maintained or increased ways available for parents to participate.
- 2) Goal to increase parental participation was not satisfactorily met although parents turned out for Parents Night to learn and hear about their children's progress, other school events had sparse participation.
- 3) ADA target rate was 98.26%.
- 4) Teachers employed notes, calls-home and face to face conference to engage parents and students.
- 5) Teachers attended PDs on engagement strategies and applied strategies in their classrooms.

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	<p><b>PLANNED</b> Publish list of differentiated opportunities for parental involvement.</p>	<p><b>ACTUAL</b> Publish list of differentiated opportunities for parental involvement.</p>
Expenditures	<p><b>BUDGETED</b> \$1,864</p>	<p><b>ESTIMATED ACTUAL</b> \$1,582</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment.</p>	<p><b>ACTUAL</b> Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment.</p>
Expenditures	<p><b>BUDGETED</b> \$1,864</p>	<p><b>ESTIMATED ACTUAL</b> \$1,582</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide education and opportunities to enable families to be actively involved in their children’s academic and school life. Establish parent advisory committees to provide advice to the school on LCAP. Institute English Learner Advisory Committee and empower them to provide advice to the school administration.</p>	<p><b>ACTUAL</b> Provide education and opportunities to enable families to be actively involved in their children’s academic and school life. Establish parent advisory committees to provide advice to the school on LCAP. Institute English Learner Advisory Committee and empower them to provide advice to the school administration.</p>
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Expenditures

**BUDGETED**  
\$3,728.00

**ESTIMATED ACTUAL**  
\$3,164.73

Action **4**

Actions/Services

**PLANNED**  
Create a user friendly school website to provide update to parents regarding school activities and event.  
Create a parent Monthly Newsletter and a weekly bulletin.  
Percentage measure of parental attendance at school meetings, at parent/teacher conferences, at back to school nights and other school activities  
5. Number of parents participating school committees and perception surveys.

**ACTUAL**  
Create a user friendly school website to provide update to parents regarding school activities and event.  
Create a parent Monthly Newsletter and a weekly bulletin.  
Percentage measure of parental attendance at school meetings, at parent/teacher conferences, at back to school nights and other school activities  
5. Number of parents participating school committees and perception surveys.

Expenditures

**BUDGETED**  
\$7,456.00

**ESTIMATED ACTUAL**  
\$6,329.45

Action **5**

Actions/Services

**PLANNED**  
Establish student led parent student conference where parents come to hear their children explain their successes and challenges during a particular grading period.  
Educate parents and students about the importance of:  
- Meeting the UC/CSU entrance requirements,  
- Benefits of AP.  
Establish parent workshops that offer various workshops including computer training the A-G requirements, how to support your students for success on standardized tests (AP, SAT, CAASPP).

**ACTUAL**  
Establish student led parent student conference where parents come to hear their children explain their successes and challenges during a particular grading period.  
Educate parents and students about the importance of:  
- Meeting the UC/CSU entrance requirements,  
- Benefits of AP.  
Establish parent workshops that offer various workshops including computer training the A-G requirements, how to support your students for success on standardized tests (AP, SAT, CAASPP).

Expenditures	<b>BUDGETED</b> \$3,728	<b>ESTIMATED ACTUAL</b> \$3,165
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Action **6**

Actions/Services	<b>PLANNED</b> Establish parent workshops that offer various workshops including computer training the ANG requirements, how to support your students for success on standardized tests (AP, SAT, CAASPP)	<b>ACTUAL</b> Establish parent workshops that offer various workshops including computer training the ANG requirements, how to support your students for success on standardized tests (AP, SAT, CAASPP)
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Expenditures	<b>BUDGETED</b> \$11,184.00	<b>ESTIMATED ACTUAL</b> \$9,494.18
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Action **7**

Actions/Services	<b>PLANNED</b> Publish list of differentiated opportunities for parental involvement	<b>ACTUAL</b> Publish list of differentiated opportunities for parental involvement
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Expenditures	<b>BUDGETED</b> \$3,728.00	<b>ESTIMATED ACTUAL</b> \$3,164.73
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Action **8**

Actions/Services

**PLANNED**  
 Educate parents and students about the importance of:

- Meeting the UC/CSU entrance requirements
- Benefits of AP.

Create processes that engage students, families, and communities and that facilitate.  
 Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.

**ACTUAL**  
 Educate parents and students about the importance of:

- Meeting the UC/CSU entrance requirements
- Benefits of AP.

Create processes that engage students, families, and communities and that facilitate.  
 Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.

Expenditures

**BUDGETED**  
 \$11,184.00

**ESTIMATED ACTUAL**  
 \$9,494.18

## 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 actions have been implemented. New ways to involve parents and engage students have been attempted. On Campus fitness extravaganza was held for high school and middle school students. Football was added to the schedule. Other sport activities like soccer, volleyball, basketball, track and field and baseball have seen improved implementation and management. Additional clubs like chess have been added. Our debate club has grown in strength. Lunch break intra-mural competitive sports in dodgeball and pickup baskets are becoming an exciting fixture of the lunch hour.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A growing number of students express feeling included and having a sense of belonging and school pride. They feel safe and have an active life on campus. Teachers tap into those positive feelings and engage students to perform in classrooms. Student body election were lively. The actions have been effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no material variance between Budgeted Expenditure and Estimated Actual Expenditure.
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.	Because of increased campus life activities and offerings, there is an increasing percentage of students expressing positive thoughts about school and feeling connected. There will be few changes aimed at increasing options and improving on what's already offered.

# 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 4

100% of the students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing positive behavior intervention strategies, increased parent involvement and improved attendance rates.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1) Decrease total number of days absent by 4.
- 2) Decrease discipline incident report rate by additional 5%
- 3) Decrease chronic absenteeism by 2%
- 4) Maintain parent participation through conferencing, and surveys.
- 5) 10% decrease in the recidivism rate of discipline log contact
- 6) Maintain 0% expulsion rate
- 7) Expect student daily attendance rate to increase from 97.5% to 98%.
- 8) Increase parent involvement by 8% from previous year
- 9) Improve rate of students passing Advance Placement exam with a score of 3 or higher to 60%
- 10) Maintain 100% AEP participation and ensure 55% score "Adequate or higher"
- 11) Increase attendance to 98%
- 12) Reduce dropout rate by 5%
- 13) Reduce suspension rates from 4% to 3.5%
- 14) Maintain expulsion at 0%.
- 15) Maintain safe campus.
- 16) Maintain safe campus and facilities that are 99% in good repair.

#### ACTUAL

- 1) Average # of students absent per day reduced by more than 4. Goal met.
  - i. 27 students (2015-16)
  - ii. 22 students (2016-17)
- 2) Baseline measure not established.
- 3) Threshold for chronic absenteeism not broken.
- 4) Parent participation maintained.
- 5) Baseline measure not established.
- 6) Expulsion rate maintained at 0%
- 7) Average Daily Attendance increased from 96.7% (15/16) to 97.4% (16/17) – target outcome not met.
- 8) Baseline percentage parent participation not established.
- 9) AP pass rate for score  $\geq 3$  of 60% not met.
- 10) Baseline measure not established.
- 11) Attendance target of 98% not met
- 12) From 14/15 to 15/16 dropout reduction rate achieved. Awaiting 2016/17

data.

- 13) Suspension rate reduction target met. Reduced to 1.0%
- 14) Expulsion rate maintained at 0%.
- 15) Safe campus maintained as shown reduction in minor incidence and zero major incidence reported.
- 16) Facilities remain in good repair with several developments and upgrades taking place.

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	<p><b>PLANNED</b>  Attendance period reporting by grade level.  Monthly discipline logs, parents and student surveys, suspension and expulsion rates, attendance rates, parent exit surveys.  Parent concerns, incident reports, discipline committee logs, yellow slips and office referrals.</p>	<p><b>ACTUAL</b>  Attendance period reporting by grade level.  Monthly discipline logs, parents and student surveys, suspension and expulsion rates, attendance rates, parent exit surveys.  Parent concerns, incident reports, discipline committee logs, yellow slips and office referrals.</p>
Expenditures	<p><b>BUDGETED</b>  \$3,728</p>	<p><b>ESTIMATED ACTUAL</b>  \$3,164</p>

Action **2**

Actions/Services	<p><b>PLANNED</b>  Ensure facilities are safe, clean and in good repair, compliance with all building and safety requirements.  School perception survey, security incident logs.</p>	<p><b>ACTUAL</b>  Ensure facilities are safe, clean and in good repair, compliance with all building and safety requirements.  School perception survey, security incident logs.</p>
Expenditures	<p><b>BUDGETED</b>  \$5,592</p>	<p><b>ESTIMATED ACTUAL</b>  \$4,747</p>

Action **3**

Actions/Services	<p><b>PLANNED</b>  Improve the functioning of operational services and departments to a high level of effectiveness.  - Charter Management Support: Needs Assessment prepared by the school sites are  - Food Services: Provide more training to ensure</p>	<p><b>ACTUAL</b>  Improve the functioning of operational services and departments to a high level of effectiveness.  - Charter Management Support: Needs Assessment prepared by the school sites are  - Food Services: Provide more training to ensure efficient menu</p>
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	efficient menu production and daily nutrition value requirement is met.	production and daily nutrition value requirement is met.
Expenditures	<b>BUDGETED</b> \$11,184.00	<b>ESTIMATED ACTUAL</b> \$9,494.73

Action **4**

Actions/Services	<p><b>PLANNED</b></p> <p>Update technology infrastructure and devices (technology equipment, provide support and maintenance for computers and other electronic devices).</p> <p>Create a community friendly and safe environment for learning.</p> <p>Develop and implement PD for standard operating procedures for safe and secure schools.</p> <ul style="list-style-type: none"> <li>- Implement a school safety to ensure safe and secure schools.</li> <li>- Update infrastructure and equipment to monitor student safety.</li> </ul>	<p><b>ACTUAL</b></p> <p>Update technology infrastructure and devices (technology equipment, provide support and maintenance for computers and other electronic devices).</p> <p>Create a community friendly and safe environment for learning.</p> <p>Develop and implement PD for standard operating procedures for safe and secure schools.</p> <ul style="list-style-type: none"> <li>- Implement a school safety to ensure safe and secure schools.</li> <li>- Update infrastructure and equipment to monitor student safety.</li> </ul>
Expenditures	<b>BUDGETED</b> \$14,912.00	<b>ESTIMATED ACTUAL</b> \$9,494.73



## 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.

Actions and services to accomplish the goal were generally implemented as planned and were found to be effective. More needs to be done to achieve higher attendance rates than achieved (the school would like to see at least 99% attendance).

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

Overall, the actions and services were effective. Campus safety improved, drug education and awareness campaigns with outside help like the Police increase effectiveness. Suspensions have been lowered as our PBIS sees implementation. Mandated safety drills have increased efficiency in terms of time and coordination.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material variance between Budgeted Expenditure and Estimated Actual Expenditure.

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.

This goal will change in the coming year as some of its concerns are subsumed in goal three. The goal will modify to focus on positive and exemplary student outcomes dealing with increasing student performance in math and ELA by supporting specific struggling subgroups.

# 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?

A variety of modes were used to inform, educate, involve, and engage New Designs stakeholders throughout the year. These stakeholders included parents, teachers, other school personnel, community members and students whose involvement has always been significant for the development of New Designs' schools.

Educational and awareness efforts mainly focused on parents, students, teachers and staff. A survey component was also used to gauge awareness of the LCAP and its elements among students. Student addressed some of the elements like school culture, student involvement and school facilities in their activities within student body activities.

Charter Management Organization (CMO) meetings, teacher professional development sessions, teacher surveys, student and parent surveys were all used to elicit opinions as well as disseminate, educate and bring awareness of the school's priorities within the framework of the eight State Priorities.

Here is the summary of the engagements, involvement, inputs, and education/dissemination formats applied to reach New Designs' groups of Stakeholders.

CMO and leadership meetings reviewed material and instructional needs with focus on implementation of LCAP goals and action plans to fulfil the goals.

State Priority 2 (Curriculum and instruction: Common Core focus): Teacher participation in PD on common core implementation in the school.

State Priority 4 & 5 (Pupil Outcomes, other student achievement): Teacher participation in a PD on student performance data including and analysis of preparations and performance on CAASPP classes.

State Priority 2 (implementation of academic content and performance standards): Teacher participation in PD reviewing content area literacy teaching and implementation.

Priority 3 (parent involvement and engagement): ELAC, parent introductions and roles. Survey – What priorities should school focus on more? How school can improve access to core subjects, better implement common core, improve student achievement, make school safe and improve

facilities.

Priority 6 (school climate and student engagement): Student, teacher and parent surveys. School spirit activity planning to fulfill PBIS strategic goals.

Priority 4 (Curriculum, instruction and assessment): Curriculum committee meeting to consider common core, technical education and instruction. Assessment trainings and deliberations reviewing student data.

Priority 3 (Parental Involvement): Weekly Parent meetings – ELs, student performance, school pride and school climate.

Priority 5 (Student engagement): ASB representatives meet to identify student needs and curriculum issues.

School leadership team meetings: Informative, planning and decisional meetings focused on LCAP goal attainment (Held every Monday from 4-5).

Coffee with the Principal (held every Monday morning 10-11): Parent and community members meet with principal for coffee to discuss school issues centered on LCAP goals.

The school is in the process of developing a social media component to allow parental, teacher, student community and other stakeholder input on a constant basis.

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

Parent feedback from surveys and face to face meetings have provided useful feedback in areas of facilities, safety, college and career preparation, extra-curricular activities and English Learner services. Parents expressed a desire for more and a wider variety of extra-curricular activities for students. Most parents and students were appreciative of the modernization effort the school has undertaken to beautify and increase available learning space. As our survey noted, while a good percentage of parents (78%) agreed that students were achieving, they desired to see the school raise its performance and provide more opportunities for English Learners and their parents. 64% indicated the school encouraged parental participation and one of our goals going forward is to find creative ways to enhance parental participation.

Overall, the community of stakeholders continue to provide information that enables the school to reshape and adjust its goals as it moves forward.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

New

Modified

Unchanged

### Goal 1

All students will be provided high quality education to raise their academic achievement in state and local assessments.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

#### Identified Need

The school needs to raise or exceed achievement in CAASPP ELA and Math to levels indicated in its Action Plans. The school needs to raise the percentage of students passing SAT/ACT exams and AP classes. The school dashboard indicators currently show overall low performance except in few areas e.g. suspensions. The school needs to provide (i) students access to highly qualified and effective teachers at all grade levels at all times, (ii) teachers the opportunity grow and develop, (iii) students with access to relevant and required curriculum and (iv) students with access to also grow and develop.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students have access to qualified and credentialed teachers in every course throughout the year.  New Designs curriculum will be CCSS standards	<ol style="list-style-type: none"> <li>100% of teachers are fully credentialed.</li> <li>100% of teachers are assigned appropriately.</li> <li>100% of teachers will use formative and summative assessments to inform</li> </ol>	Maintain	Maintain	Maintain

aligned in ELA, Math and NGSS. Career Pathways will be aligned to CCSS literacy standards. Cross curricular alignment will be achieved horizontally and vertically.

Relevant PDs for teachers to help with best and evidence-based strategy to engage and will students to success.

Students will meet academic and developmental goals outlined in the charter and school Action Plans.

Students will participate in State testing protocols, ACT, SAT, & college credit courses as applicable as well as other extra-curricular activities designed to enhance and/or supplement student academic achievements while also expanding their horizons.

New Designs will develop local Priority Goals to guide the transition to excellence within the framework of

instruction.

4. 100% of New Designs curriculum will be fully aligned with CCSS.
5. 100% of students will participate in benchmark testing and where appropriate, in relevant State testing.
6. 100% of teachers will participate in relevant PDs.
7. 100% of graduating seniors will have satisfied the schools' "a-g" graduation requirement to "meet or exceed UC/CSU admission requirements".
8. 100% of students identified or required to access ELD core curriculum will receive ELD core instruction.
9. 100% of students taking AP classes or sitting ACT/SAT exams will receive a passing score.
10. All teachers will use outcomes from these assessments (benchmarks and State Tests) to inform their teaching.
11. School site will provide rigorous and effective remediation to students lagging (i.e. – those performing in the "standards nearly met" and "standards

the State Priorities

not met” performance bands.  
12. Teachers and administrators will be held accountable for student progress and adapting instruction to progress.

PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ 6-12 \_\_\_\_\_

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
<b>Hiring and maintain highly qualified staff:</b> High student achievement can only happen if the school has highly qualified and effective teachers. The school's hiring and retention policies, procedures and incentives, ensure that students are provided highly qualified and effective teachers.	Maintain	Maintain

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$139,076	Amount: \$152,983.60	Amount: \$168,281.96
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget

Budget  
Reference

2017-18

Budget  
Referenc  
e

2018-19

Budget  
Referenc  
e

2019-20



PLANNED ACTIONS / SERVICES

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: _____ 6-12 _____

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	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Professional Development:</b> Provide and facilitate relevant opportunities for growth. Professional development is informed by real needs in the classrooms.	Maintain	Maintain

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$3,287.17	\$3,615.78	\$3,977.36
Source	Annual Budget	Annual Budget	Annual Budget
Budget Reference	2017-18	2018-19	2019-20

PLANNED ACTIONS AND SERVICES

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: _____ 6-12 _____

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	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Instructional materials:</b> – all classes will align and support CCSS in math, ELA and NGSS	Maintain	Maintain

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,747.99	Amount: \$5,229.73	Amount: \$5,745.09
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

[PLANNED ACTIONS / SERVICES](#)

Action **4**

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

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

[Location\(s\)](#)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ 6-12 \_\_\_\_\_

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
<b>Educational Technology:</b> supply, train/coach and support classrooms and classes	Maintain	Maintain

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$4,382.76	Amount: \$4,821.04	Amount: \$5,303.14
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

PLANNED ACTIONS / SERVICES

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: _____ 6-12 _____

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	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Intervention:</b> ensure methods, programs and structures offer effective intervention to all and specifically targeted subgroups (ELs, SWD). Before & After School, ACE.	Maintain	Maintain

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,594.82	Amount: \$5,054.30	Amount: \$5,559.73
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

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PLANNED ACTIONS / SERVICES

Action **6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: _____ 6-12 _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>ELA Support:</b> Curriculum specialist coach and train classroom teachers and intervention aides on Literacy Leveled Intervention (LLI). School ensures methods, programs and structures offer effective intervention to all and specifically targeted subgroups (ELs, SWD). Before & After School, ACE.	Maintain	Maintain

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,208.91	Amount: \$6,829.80	Amount: \$7,512.78
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

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PLANNED ACTIONS / SERVICES

Action **7**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ 6-12 \_\_\_\_\_

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
<b>Math Support:</b> Provide in-class coaching and support to classroom teachers. Offer Math Lab or Math Skills Lab for middle school and 9 <sup>th</sup> graders. School ensures methods, programs and structures offer effective intervention to all and specifically targeted subgroups (ELs, SWD). Before & After School, ACE.	Maintain	Maintain

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,113.22	Amount \$5,624.54	Amount \$6,187.00
Source Annual Budget	Source Annual Budget	Source Annual Budget
Budget Reference 2017-18	Budget Reference 2018-19	Budget Reference 2019-20



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

New                       Modified                       Unchanged

### Goal 2

100% of the curriculum design is Common Core State Standards Aligned, UCOP Approved and supports the Career Pathway academic and work skills as specified by the Career Technical Education guidelines.

#### 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 receive instruction within a CCSS curriculum that is fully aligned. Students need to take high school classes that are UCOP approved. Students need to a Career Pathway that is fully aligned with CTE standards.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
New Designs curriculum will be CCSS standards aligned in ELA, Math and NGSS. Career Pathways will be aligned to CCSS literacy standards. Cross curricular alignment will be achieved horizontally and vertically.	<ol style="list-style-type: none"> <li>100% of New Designs' curriculum will be fully CCSS aligned.</li> <li>100% of New Designs High school courses that need UCOP approval will have such approval.</li> <li>100% of teachers will participate and collaborate in PDs to learn about CCSS, update their knowledge about CCSS and</li> </ol>	Maintain	Maintain	Maintain

<p>Teacher Professional Development to collaborate efforts at CCSS alignment.</p> <p>Teachers continue to receive training and coaching on the fundamentals and developments in the CCSS as implementation continues.</p> <p>Students will have access to UCOP approved courses.</p> <p>School will provide students with access to an expanded selection of UCOP approved courses.</p> <p>Students will receive Career Pathways education that imparts theoretic and practical skills that make them college and career ready.</p> <p>Students will be afforded practical opportunities in the Career Pathways they choose through liaisons and facilitation of internships/work programs relevant to their Career Pathway.</p>	<p>collaboratively work to achieve complete alignment (vertically &amp; horizontally) of the CCSS within the school.</p> <ol style="list-style-type: none"> <li>4. 100% of Students in Career Pathways will have opportunities for practical observation and actual participation in the basic activities of their chosen Career Pathways.</li> <li>5. Update and expand selection of UCOP approved courses for students.</li> </ol>			
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Career Pathway  
Innovations: School  
continues to review,  
select and implement  
innovative approaches  
to a rigorous and  
effective Career  
Pathways offering.



PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_6-12\_\_\_\_\_

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
<p><b>CCSS Curriculum education teachers and alignment across subjects areas:</b></p> <ul style="list-style-type: none"> <li>i. Teachers get PDs on curriculum shifts in CCSS and NGSS.</li> <li>ii. Teachers with the leadership of Curriculum specialists work to align/realign school curriculum across subject areas.</li> <li>iii. Teachers form curriculum committees and collaborate to implement and monitor alignment process.</li> <li>iv. Purchase and acquisition of CCSS aligned instructional materials including teacher resources.</li> <li>v. Classroom technology encourages and implements CCSS aligned materials and resources.</li> </ul>	<p><b>CCSS Curriculum education teachers and alignment across subjects areas:</b></p> <ul style="list-style-type: none"> <li>i. Teachers get PDs on curriculum shifts in CCSS and NGSS.</li> <li>ii. Teachers with the leadership of Curriculum specialists work to align/realign school curriculum across subject areas.</li> <li>iii. Teachers form curriculum committees and collaborate to implement and monitor alignment process.</li> <li>iv. Purchase and acquisition of CCSS aligned instructional materials including teacher resources.</li> <li>v. Classroom technology encourages and implements CCSS aligned materials and resources.</li> </ul>	<p><b>CCSS Curriculum education teachers and alignment across subjects areas:</b></p> <ul style="list-style-type: none"> <li>i. Teachers get PDs on curriculum shifts in CCSS and NGSS.</li> <li>ii. Teachers with the leadership of Curriculum specialists work to align/realign school curriculum across subject areas.</li> <li>iii. Teachers form curriculum committees to and collaborate to implement and monitor alignment process.</li> <li>iv. Purchase and acquisition of CCSS aligned instructional materials including teacher resources.</li> <li>v. Classroom technology encourages and implements CCSS aligned materials and resources.</li> </ul>

- vi. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology.
- vii. Career Pathways opportunities for “practical’s” to link students to the real world.
- viii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval.

- vi. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology.
- vii. Career Pathways opportunities for “practical’s” to link students to the real world.
- viii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval.

- vi. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology.
- vii. Career Pathways opportunities for “practical’s” to link students to the real world.
- viii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$69,713.90	Amount	\$76,684.96	Amount	\$84,353.46
Source	Annual Budget	Source	Annual Budget	Source	Annual Budget
Budget Reference	2017-18	Budget Reference	2018-19	Budget Reference	2019-20

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: \_\_\_\_\_ 6-12 \_\_\_\_\_

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
<p><b>UCOP approvals and CTE courses delivery and maintenance:</b></p> <ul style="list-style-type: none"> <li>i. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology.</li> <li>ii. Career Pathways opportunities for “practical’s” to link students to the real world in their chosen Career Pathways.</li> <li>iii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval.</li> </ul>	<p><b>UCOP approvals and CTE courses delivery and maintenance:</b></p> <ul style="list-style-type: none"> <li>i. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology.</li> <li>ii. Career Pathways opportunities for “practical’s” to link students to the real world in their chosen Career Pathways.</li> <li>iii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval.</li> </ul>	<p><b>UCOP approvals and CTE courses delivery and maintenance:</b></p> <ul style="list-style-type: none"> <li>i. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology.</li> <li>ii. Career Pathways opportunities for “practical’s” to link students to the real world in their chosen Career Pathways.</li> <li>iii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval.</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$36,907.20	Amount: \$40,597.92	Amount: \$44,657.71
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget

Budget  
Reference

2017-18

Budget  
Reference

2018-19

Budget  
Reference

2018-20

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

New       Modified       Unchanged

### Goal 3

Faculty and staff will promote student engagement by building positive environment, inclusive of parent and community participation to enhance connectedness to the school.

#### State and/or Local Priorities Addressed by this goal:

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

#### Identified Need

**Increase student, families, parents and community connectedness:** Authentic parental involvement and student engagement are keys to high achievement and the building of a positive school climate. The school dashboard reflected low performances ELA and Math as well as in several areas measured by the dashboard local indicators. Our cohort graduation rate (2016) on the dashboard was low at 42.9% (the rate on CDE DataQuest is given as 58.3%) and needs to be improved. Our CAASPP performance for 2016 was below targeted levels of the school's Action Plan. Our survey showed low levels of parental participation and low levels of school appreciation by students. Parental involvement opportunities are not fully realized.

**Maintain a positive and safe school climate:** Related aspect that builds towards a positive school climate is the school plant repair status. Only 24.7% of students felt the school was clean and in good condition.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement as measured by involvement in school	School offers at least 5 different areas for parents to participate or be involved	Maintain or improve	Maintain or improve	Maintain or improve



activities like school committees, parental educational activities and volunteering etc.	(back to school night, parent school development discussion night, etc.)			
Students connected to school through extra-curricular activities as measured by attendance at school spirit activities, sports participation, academic and social enhancement student clubs, and ASB activities.	50% of students participate in at least one extra-curricular activity	Increase student participation by 5%.	Increase student participation by 5%.	Increase student participation by 5%.
Student safety and drug free environment.	All students, faculty, staff, parents, and community have a sense the school is safe and drug free.	Maintain or improve.	Maintain or improve.	Maintain or improve.
Increase in graduation rate.	58.3%% graduation rate	Increase graduation rate by 7% (65.3%)	Increase graduation rate by 7% (72.3%)	Increase graduation rate by 7% (79.3%)
Suspension/Expulsion rate	<ol style="list-style-type: none"> <li>0% expulsion rate</li> <li>2.0% suspension rate</li> </ol>	<ol style="list-style-type: none"> <li>Maintain expulsion rate of 0%</li> <li>Reduce suspension rate 1.0%.</li> </ol>	<ol style="list-style-type: none"> <li>Maintain expulsion rate of 0%</li> <li>Reduce suspension rate 1.0%.</li> </ol>	<ol style="list-style-type: none"> <li>Maintain expulsion rate of 0%</li> <li>Reduce suspension rate 1.0%.</li> </ol>
Cohort Dropout rate	25%	Reduce dropout rate by 10%.	Reduce dropout rate by 5%	Reduce dropout rate by 5%

PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_6-12\_\_\_\_\_

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
<p><b>Student engagement:</b> Increase student connectedness to the school through the following;</p> <ul style="list-style-type: none"> <li>i. Increasing sporting selections available to students.</li> <li>ii. Increasing club activities available to students.</li> <li>iii. Seeking partnership with community and national organizations that offer student engagement opportunities.</li> <li>iv. Promoting athletic participation and increasing school spirit.</li> </ul>	Maintain or improve.	Maintain or improve.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <b>\$4,100.80</b>	Amount <b>\$4,510.88</b>	Amount <b>\$4,961.97</b>

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

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: \_\_\_6-12\_\_\_\_\_

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
<b>Parent engagement:</b> increase parent connectedness to school through the following; <ul style="list-style-type: none"> <li>i. Streamlined parent volunteer opportunities.</li> <li>ii. Parent education and information nights or weekends.</li> <li>iii. Parent involvement in school committees</li> </ul>	Maintain or improve	Maintain or improve.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,302.40	Amount: \$13,532.64	Amount: \$14,885.90
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

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: \_\_6-12\_\_\_\_\_

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

**Increase student safety and improve facilities:**

- i. Improve threat/crises assessment and student and site support.
- ii. Improve safety and other mandated drill performances.
- iii. Monitoring and procedural uniformity
- iv. Education and awareness of threats to physical safety.
- v. Improve facilities in terms of structural safety concerns and cleanliness.

**2018-19**

New     Modified     Unchanged

**Increase student safety and improve facilities:**

- i. Improve threat/crises assessment and student and site support.
- ii. Improve safety and other mandated drill performances.
- iii. Monitoring and procedural uniformity
- iv. Education and awareness of threats to physical safety.
- v. Improve facilities in terms of structural safety concerns and cleanliness.

**2019-20**

New     Modified     Unchanged

**Increase student safety and improve facilities:**

- i. Improve threat/crises assessment and student and site support.
- ii. Improve safety and other mandated drill performances.
- iii. Monitoring and procedural uniformity
- iv. Education and awareness of threats to physical safety.
- v. Improve facilities in terms of structural safety concerns and cleanliness.

BUDGETED EXPENDITURES

**2017-18**

Amount    \$16,403.20

Source    Annual Budget

Budget Reference    2017-18

**2018-19**

Amount    \$18,043.52

Source    Annual Budget

Budget Reference    2018-19

**2019-20**

Amount    \$19,847.87

Source    Annual Budget

Budget Reference    2019-20

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: 6-12 _____

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	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Develop, maintain and support a safe, healthy and drug-free learning environment through the following:</b></p> <ul style="list-style-type: none"> <li>i. Strict monitoring of student campus life for suspicious activities.</li> <li>ii. Providing cyberspace safety practices.</li> <li>iii. Bullying prevention education.</li> <li>iv. Reducing absenteeism and tardiness to classes.</li> <li>v. Ensuring clean facilities that generate sense of pride.</li> </ul>	Maintain or improve.	Maintain or improve.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,302.40	Amount: \$13,532.64	Amount: \$14,885.90
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget

Budget  
Reference

2017-18

Budget  
Reference

2018-19

Budget  
Reference

2019-20

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

New       Modified       Unchanged

### Goal 4

Positive and exemplary student outcomes.

#### State and/or Local Priorities Addressed by this goal:

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

#### Identified Need

Increase student performance in Math and ELA on the CAASPP to surpass neighboring schools. Increase AP participation and performance in the AP exams. Increase participation and performance in the SAT/ACT tests by our high school students. Improve academic performance by all our subgroups (ELs, SWD, Socio-Economically Disadvantaged and racial subgroups). Raise the literacy levels among all grade levels. Improve the numbers of ELs re-designated to proficiency.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP results: Percentages of students who meet or exceed standards in ELA and Math.	<b>2015-16</b> ELA – 22% met or exceeded standards. Math – 10% met or exceeded standards.	ELA – increase to 40% Math – increase to 35%	ELA – increase to 50% Math – increase to 45%	ELA – increase to 55% Math – increase to 50%
CAASPP results: percentage of ELs, Socio-economically disadvantaged and SWD who meet or exceed standards in	<b>2015-16 (SWD)</b> ELA – 18% met or exceeded standards. Math – 4% met or exceeded standards.	<b>(SWD)</b> ELA – increase to 20% Math – increase to 10%	<b>(SWD)</b> ELA – increase to 25% Math – increase to 15%	<b>(SWD)</b> ELA – increase to 30% Math – increase to 20%



Math and ELA	<p><b>2015-16 (Socio-econ.)</b>          ELA – 23% met or exceeded standards.          Math – 9% met or exceeded standards.</p> <p><b>2015-16 (English Learners)</b>          ELA – 20% met or exceeded standards.          Math – 6% met or exceeded standards.</p>	<p><b>(Socio-econ.)</b>          ELA – increase to 35%          Math – increase to 25%</p> <p><b>(English Learners)</b>          ELA – increase to 30%          Math – increase to 20%</p>	<p><b>(Socio-econ.)</b>          ELA – increase to 45%          Math – increase to 35%</p> <p><b>(English Learners)</b>          ELA – increase to 45%          Math – increase to 30%</p>	<p><b>(Socio-econ.)</b>          ELA – increase to 50%          Math – increase to 45%</p> <p><b>(English Learners)</b>          ELA – increase to 55%          Math – increase to 35%</p>
AP participation and pass rate.	AP Scores – percent with score of 3 or higher = 13%	Increase pass rate by 10%	Increase pass rate by 10%	Increase pass rate by 10%
SAT Achievement	<b>2015-16:</b> Baseline Percent of scores >1500	Increase rate by 10%	Increase rate by 10%	Increase rate by 10%
ACT Achievement	<b>2015-16:</b> Percent of scores >21	Increase rate by 10%	Increase rate by 10%	Increase rate by 10%
Benchmark performance	2016-17 Baseline	Maintain or improve	Maintain or improve	Maintain or improve
CELDT results	2015-16 Baseline	Increase by 5%	Increase by 3%	Increase by 2%

PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ 6-12 \_\_\_\_\_

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 checked="" type="checkbox"/> New <input 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
<b>Interim assessments, benchmarks and collaboration:</b> <ul style="list-style-type: none"> <li>i. Conduct interim assessments and benchmarks to practice and gauge student performance levels.</li> <li>ii. Train teachers and hand score relevant interim assessment sections.</li> <li>iii. Collaborative analyze of results and adjustment of instruction.</li> <li>iv. Targeted instruction, preferable small group format</li> </ul>	<b>Interim assessments, benchmarks and collaboration:</b> <ul style="list-style-type: none"> <li>i. Conduct interim assessments and benchmarks to practice and gauge student performance levels.</li> <li>ii. Train teachers and hand score relevant interim assessment sections.</li> <li>iii. Collaborative analyze of results and adjustment of instruction.</li> <li>iv. Targeted instruction, preferable small group format</li> </ul>	<b>Interim assessments, benchmarks and collaboration:</b> <ul style="list-style-type: none"> <li>i. Conduct interim assessments and benchmarks to practice and gauge student performance levels.</li> <li>ii. Train teachers and hand score relevant interim assessment sections.</li> <li>iii. Collaborative analyze of results and adjustment of instruction.</li> <li>iv. Targeted instruction, preferable small group format</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <b>\$4,100.80</b>	Amount <b>\$4,510.88</b>	Amount <b>\$4,961.97</b>

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

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: \_\_\_\_\_ 9-12 \_\_\_\_\_

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
<b>Increase AP classes and access:</b> i. Offer PSAT to all 10 <sup>th</sup> graders at highly subsidized or no cost. ii. Provide financial assistance to students for AP exams. iii. Utilize Pre-AP data from the PSAT.	<b>Increase AP classes and access:</b> i. Offer PSAT to all 10 <sup>th</sup> graders at highly subsidized or no cost. ii. Provide financial assistance to students for AP exams. iii. Utilize Pre-AP data from the PSAT.	<b>Increase AP classes and access:</b> i. Offer PSAT to all 10 <sup>th</sup> graders at highly subsidized or no cost. ii. Provide financial assistance to students for AP exams. iii. Utilize Pre-AP data from the PSAT.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,151.20	Amount: \$6,766.32	Amount: \$7,442.95
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

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)] \_\_ Grades 9-12\_\_\_\_\_

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 checked="" type="checkbox"/> New <input 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
<b>Increase SAT/ACT pass rates:</b> i. Offer SAT/ACT preparatory classes and tutoring to students. ii. Provide students assistance to take the tests.	<b>Increase SAT/ACT pass rates:</b> i. Offer SAT/ACT preparatory classes and tutoring to students. ii. Provide students assistance to take the tests.	<b>Increase SAT/ACT pass rates:</b> i. Offer SAT/ACT preparatory classes and tutoring to students. ii. Provide students assistance to take the tests.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,302.40	Amount: \$13,532.64	Amount: \$14,885.90
Source: Annual Budget	Source: Annual Budget	Source: Annual Budget
Budget Reference: 2017-18	Budget Reference: 2018-19	Budget Reference: 2019-20

Action **4**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ 6-12 \_\_\_\_\_

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 checked="" type="checkbox"/> New <input 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
<b>Professional Development and collaboration:</b> <ul style="list-style-type: none"> <li>i. Provide professional development to teachers on data utilization.</li> <li>ii. Provide CCSS focused professional development to improve instructional capacity in content areas.</li> <li>iii. Provide administrative support for collaboration and co-teaching.</li> <li>iv. Provide support for teacher self-development and growth in core content areas through workshops and Learning Zone.</li> </ul>	<b>Professional Development and collaboration:</b> <ul style="list-style-type: none"> <li>i. Provide professional development to teachers on data utilization.</li> <li>ii. Provide CCSS focused professional development to improve instructional capacity in content areas.</li> <li>iii. Provide administrative support for collaboration and co-teaching.</li> <li>iv. Provide support for teacher self-development and growth in core content areas through workshops and Learning Zone.</li> </ul>	<b>Professional Development and collaboration:</b> <ul style="list-style-type: none"> <li>i. Provide professional development to teachers on data utilization.</li> <li>ii. Provide CCSS focused professional development to improve instructional capacity in content areas.</li> <li>iii. Provide administrative support for collaboration and co-teaching.</li> <li>iv. Provide support for teacher self-development and growth in core content areas through workshops and Learning Zone.</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$8,201.60"/>	Amount <input type="text" value="\$9,021.76"/>	Amount <input type="text" value="\$9,923.94"/>

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

Action **5**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<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
<b>Assessments of students:</b> i. School provides a comprehensive assessment system that monitors student performance. ii. School utilizes teacher collaboration time to analyze assessment data and informs subsequent instruction. iii. School utilizes assessment system to offer students appropriate interventions.	<b>Assessments of students:</b> i. School provides a comprehensive assessment system that monitors student performance. ii. School utilizes teacher collaboration time to analyze assessment data and informs subsequent instruction. iii. School utilizes assessment system to offer students appropriate interventions.	<b>Assessments of students:</b> i. School provides a comprehensive assessment system that monitors student performance. ii. School utilizes teacher collaboration time to analyze assessment data and informs subsequent instruction. iii. School utilizes assessment system to offer students appropriate interventions.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$4,100.80"/>	Amount <input type="text" value="\$4,510.88"/>	Amount <input type="text" value="\$4,961.97"/>
Source <input type="text" value="Annual Budget"/>	Source <input type="text" value="Annual Budget"/>	Source <input type="text" value="Annual Budget"/>



Budget Reference

2017-18

Budget Reference

2018-19

Budget Reference

2019-20

### Action 6

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<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
<p><b>Supports for English Learners:</b></p> <ul style="list-style-type: none"> <li>i. Develop, refine and implement English Learner Masterplan.</li> <li>ii. Professional development for teachers to collaborate and focus on the English Learner Masterplan and the needs of English Learners.</li> <li>iii. Provide counseling to underperforming learners. Research has shown that underperforming students who receive counselling show marked improvement in their performance (Gerler, Kinney &amp; Anderson – 1985).</li> <li>iv. Provide instructional coaches and tutoring</li> </ul>	<p><b>Supports for English Learners:</b></p> <ul style="list-style-type: none"> <li>i. Develop, refine and implement English Learner Masterplan.</li> <li>ii. Professional development for teachers to collaborate and focus on the English Learner Masterplan and the needs of English Learners.</li> <li>iii. Provide counseling to underperforming learners. Research has shown that underperforming students who receive counselling show marked improvement in their performance (Gerler, Kinney &amp; Anderson – 1985).</li> <li>iv. Provide instructional coaches and tutoring</li> </ul>	<p><b>Supports for English Learners:</b></p> <ul style="list-style-type: none"> <li>i. Develop, refine and implement English Learner Masterplan.</li> <li>ii. Professional development for teachers to collaborate and focus on the English Learner Masterplan and the needs of English Learners.</li> <li>iii. Provide counseling to underperforming learners. Research has shown that underperforming students who receive counselling show marked improvement in their performance (Gerler, Kinney &amp; Anderson – 1985).</li> <li>iv. Provide instructional coaches and tutoring</li> </ul>

to specified English Learners to raise their proficiency.

- v. Provide breakfast, lunch and supper to students.
- vi. Improved plant maintenance, upgrading or installing AC in classrooms to increase students' positive dispositions and comfort levels in habitable classrooms.
- vii. Academic enrichment classes for English Learners and low income students.
- viii. Parental involvement options to help integrate parents of English Learners.
- ix. Instructional technology to support integration, develop deeper understanding within and across disciplines and the building of capacity for inquiry and independent learning (Tolarkson, 2011).
- x. Implementation supports of school's ELD program.

to specified English Learners to raise their proficiency.

- v. Provide breakfast, lunch and supper to students.
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- ix. Instructional technology to support integration, develop deeper understanding within and across disciplines and the building of capacity for inquiry and independent learning (Tolarkson, 2011).
- x. Implementation supports of school's ELD program.

to specified English Learners to raise their proficiency.

- v. Provide breakfast, lunch and supper to students.
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- vii. Academic enrichment classes for English Learners and low income students.
- viii. Parental involvement options to help integrate parents of English Learners.
- ix. Instructional technology to support integration, develop deeper understanding within and across disciplines and the building of capacity for inquiry and independent learning (Tolarkson, 2011).
- x. Implementation supports of school's ELD program.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$4,100.80	Amount	\$4,510.88	Amount	\$4,961.97
Source	Annual Budget	Source	Annual Budget	Source	Annual Budget
Budget Reference	2017-18	Budget Reference	2018-19	Budget Reference	2019-20

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$442,868

Percentage to Increase or Improve Services:

14.266 %

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](#)).

New Designs has an abiding commitment to provide its students with an effective high quality core instructional program. The LCFF and the California Education Code dictates that schools provide unduplicated students with increased or improved services that are above and beyond services provided to all students within a specific school year. These services are in proportion to increased supplemental funding. Our school has identified some areas of need within our unduplicated student population (English Learners, low income, small number of Foster Youth and students with disabilities). This plan will provide an estimated supplemental and concentration grant funding amounting to \$1,233,606 for services for these unduplicated students. The Minimum Proportionality Percentage (MPP) is 16.73%.

Funds and programs are principally targeted at unduplicated students in the specific ways and programs listed below:

- a) Professional development for teachers focused on collaboration, achievement data analysis (assessments), and instructional planning for targeted students.
- b) Push-in and pull-out models for service delivery for primary language support and specialized instruction for students with disabilities.
- c) Instructional strategies designed to meet the needs of targeted student populations.
- d) Access to computers during and after school hours.
- e) Before and After School programs for help with homework and other school related aspects.
- f) Online learning and content knowledge review accessibility (Study Island).
- g) At-Risk Counselling and programs (Thousand Joys).
- h) Effective use of technology in the classroom for teaching and learning.
- i) Tutors and coaches.
- j) Increased parental engagement efforts.

New Designs will continue to increase and improve services to its unduplicated student population. Improvements will focus more on ensuring that the targeted student population is reached and that effects of services provided are appropriately assessed.

# 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](mailto: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?

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