

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

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

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

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

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

[LCFF Evaluation Rubrics](#): 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	School for Entrepreneurship and Technology		
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## 2017-20 Plan Summary

### THE STORY

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

The School for Entrepreneurship and Technology is located in Serra Mesa in San Diego, CA and serves students from all across San Diego. Our students come to our school primarily because it is a small school with small classes where no child gets lost or ignored. The school prepares students for a life beyond college by focusing on two 21st century skills: Entrepreneurship and Technology. Our students are SETUP for success by teaching them the entrepreneurial mindset which includes a focus on: Social Responsibility, Effective Leadership, Technology as a Tool, Uncertainty as Opportunity, and Passion, Purpose, and Performance.

The following is a snapshot of our demographics for the 2016/17 school year:

Num Students: 239  
Socioeconomically Disadvantaged: 28%  
English Learners: 6%  
Students with Disabilities: 28%  
Foster Youth: .04%

White: 55%  
Hispanic: 29%  
Black or African American: 4%  
Asian: 3%  
Filipino: 1%  
Mixed Race: 8%

## LCAP HIGHLIGHTS

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

## 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.

SET is very proud of the shift in the culture of the school to one of excellence and high standards. This was a transformative year for the supports that SET provided to our students. We hired 10 new staff members to provide support for our students which resulted in improvements in the outcomes of our subgroups. Our Students with Disabilities saw an increase in ELA proficiency by 42%, our socioeconomically disadvantaged subgroup saw an increase in ELA proficiency by 21%, and our hispanic/latino subgroup saw an increase in ELA proficiency by 93%. The math scores for these subgroups saw an increase by 20% for Students with Disabilities, but a slight decrease for the other subgroups. In our view one of the most influential factors in determining students academic success is time spent under the guidance of teachers. To that end, we utilized restorative justice practices to reduced our suspension rate by 68%.

SET is also proud of a positive trend in academic achievement and overall test scores. Our ELA SBAC scores saw an increase in students who met or exceeded standards increased by 24% in math we saw an increase by 28%. We still have a long way to go in terms of raising the test scores, but we are moving in a positive direction.

Since the SBAC only evaluates how our 11th graders are doing and since the 16/17 school year was the first year that we administered the SBAC practice test to all students, the only metric that we can use to compare how our supports for our other students are working is to compare performance in classes. Since we have focused on increasing the rigor across the curriculum and since the more advanced classes that our higher grade levels take are more difficult, the expectation is that students GPAs would decrease. When we looked at the GPA difference for each student between the 15/16 school year and the 16/17 school year, we saw that there was an average increase of .09. Each of our subgroups increased as well with English Learners increasing by .38, socioeconomically disadvantaged by .18, and Students with Disabilities by .05. When looking at average GPA by grade level, we also saw an increase for each year. The 9th grade GPA increased from 2.98 to 3.09, 10th grade from 2.98 to 3.06 and 11th grade from 2.79 to 3.01 between the 2015/16 and 2016/17 school years.

Overall we have seen an improvement in both culture and academics and we believe that this trend will continue based on the systemic changes that we are making to the school. Lastly, in addition to internal school progress (and in recognizing the systemic dynamics that contribute to educational success), we have also placed increased emphasis on our external outreach to the broader community. Securing corporate partnerships, mentorships, internships, donors, volunteers and civic partners who all contribute to cultivating our students' positive educational experience is a vital component of our school operations. This outreach continues to serve as a catalyst for positioning our school as a hallmark of educational excellence as well as demonstrating entrepreneurial acumen and resolve.

## GREATEST PROGRESS

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

## **GREATEST NEEDS**

Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.

Despite efforts to improve attendance by offering rewards and by communicating to students and parents about the importance of attendance we have not shown improvement in the state's definition of chronic absenteeism. Our rate can be partially explained by students who are only briefly enrolled in our school (a common occurrence because families decide that the commute is too large after trying the school for a few days), but this does not discount the fact that we have an attendance problem that needs to be resolved. To address this problem we will be looking for ways to improve our SARB process, we will be utilizing data and metrics catching offenders earlier (before they become chronic), and we will be explicitly notifying parents and students of our strict attendance policies and of the consequences.

While our math SBAC scores did increase by 28%, we are striving to attain loftier heights. We identified the primary problem in 2015/16 as students not finishing Alg II by the end of the 11th grade. To achieve success in this area, increased collaboration with middle schools remains a core focus for our school. Identifying learning gaps for students before entering high school remains vital to student success levels; thus, partnering with middle schools to address these gaps and explore methods will help to improve student test scores and overall educational outcomes. To that end, we have formed the MindSET Education Council and have already begun a dialogue with several middle schools.

Additionally, this year we instituted a plan to get students to at least take Alg II by the 11th grade, but we still have one more year before this change will take full effect. For this year's 11th graders, we had 25% who had not even taken Alg II. The results are exactly what we would expect to see given our students' current levels of math understanding. All of the action items identified last year were designed to remedy this problem, but it will take a couple of years for the remedy to reach the 11th grades who take the SBAC. For our current 9th graders, the majority are on track to meet this goal. We plan to continue with this long-term systemic change to our math education, but also will work to provide even more supports for our math students. We will continue to offer tutoring in Math before school, after school, and during our Math support class 4th period.

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

We did not have any state indicators that showed that a particular student group performed two or more levels below "all student" performance. The State dashboard is not showing a break-out for our sub-groups so that must mean that we do not have enough students in the sub groups to be statistically significant. Looking at the raw results, however, our Hispanic, Socioeconomically disadvantaged, and students with disabilities all underperformed in the 2015/16 SBAC for ELA and Math. Each of those groups saw substantial improvement in the 2016/17 SBAC, so we will continue with the supports that we put in place for the 2016/17 school year.

## 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.

SET has the appropriate staff in place to provide support for all students. We need to do a better job of identifying the low-income students and making sure that all staff pay particular attention to them. This happens already because the staff can tell which students need more support, but we do not have a systematic way of notifying staff that these particular students need additional supports. We have been hesitant to distribute the low-income status of the students to the staff because of privacy concerns, but we can hide the specifics of the information by including them in a roster with our EL and SPED students.

We have a very small foster youth population. We already provide a lot of support for these students and will continue to do so.

For our English Learners, our staff provides a lot of support integrating these students into the regular curriculum. The improvements in GPA for our ELs that were noted in a previous section demonstrate that we are serving these students well. We have given one of our Spanish speaking Academic Coaches increased hours so that will help keep her on campus longer to provide additional support to our Spanish speaking EL students.

## 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

\$

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

\$607,000.00

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.

\$

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

Increase Parental Involvement

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

The school will use funds to increase the strength and reach of its current parent groups such as Parent Group, Parent Volunteers, and Parent Meetings with the Principal by an increase in parent attendance of these events.

### ACTUAL

Parent participation in on-site meetings did not see any increase, but we saw a substantial increase in virtual participation through participation in Facebook, the start of a Parent Facebook group, and views of the 100's of live videos of school functions and student achievement that we uploaded throughout the year. Videos received as many as 80 views and consistently receive 20 to 30 views. In a parent survey that 30% of our parents responded to this year (compared to 24% last year), parents overwhelmingly indicated that they stay abreast of what is happening through the bi-weekly newsletter that we send out (92%) and 60% said that they follow what is happening on Facebook.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

### PLANNED

Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually.

### ACTUAL

Parents preferred to stay abreast via email updates. Recording meetings proved to be awkward because parents did not want to be recorded asking questions or voicing

Expenditures		concerns so the actual streamed part of the meeting was no different from what could be covered in an email.
	BUDGETED 4000-4999: Books And Supplies Supplemental 1000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental 1000
Action	2	
Actions/Services	PLANNED Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.	ACTUAL This happened often and with great success. On multiple occasions the Principal called a parent to let them know about something great that their child had done at school and the parent already knew about it because they had watched the live stream while at work.
	BUDGETED Funded in other line item or goal	ESTIMATED ACTUAL
Expenditures		
Action	3	
Actions/Services	PLANNED Continue to have two exhibitions, monthly meetings with the Principal, and monthly parent group meetings.	ACTUAL Both exhibitions were well attended with almost all parents in attendance. Monthly meetings with the Principal were only sporadically attended with most parents opting to be updated via bi-weekly newsletter. Parent group meetings shifted to Facebook with parents sharing information and support online.
	BUDGETED 4000-4999: Books And Supplies Supplemental 2000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental 2000
Expenditures		
Action	4	
Actions/Services	PLANNED Add a second Back to School night for the second term.	ACTUAL Second back to school night was added, but it was only lightly attended. It served a purpose, though, for those parents who wanted to get to know the second semester teachers better. We will continue to offer it.
	BUDGETED 0	ESTIMATED ACTUAL
Expenditures		
Action	5	
Actions/Services	PLANNED Add a parent/teacher mixer after the Fall Back to School Night	ACTUAL

## Expenditures

## BUDGETED

4000-4999: Books And Supplies Supplemental 1000

We had a parent/teacher mixer which provided a nice opportunity for the parents and teachers to interact on a less formal basis. Not many parents stayed for the mixer, but those who did enjoyed the experience.

## ESTIMATED ACTUAL

0

ANALYSIS

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

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

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

Bi-weekly newsletters were sent out by the Principal. Most major events (including whole-school meetings) were live streamed so that all stake-holders could watch live or later as needed. Parents were encouraged to attend school functions and for the ones that were described as "strongly encouraged", 90% of the parents attended. A Facebook Parent group was established.

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

There was certainly a qualitative increase in the parental involvement at the school. Parents were eager to drive on field trips, our Robotics and CyberPatriots teams were 100% run by parents this year, we had parents participate in the re-branding of our school, volunteering a substantial amount of time setting up a new website and taking school photos, and 90% of our parents attended the "strongly encouraged" school events. Our parents also set up the Facebook Parent Group and we have 45 active members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no cost for the parent/teacher mixer.

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

The only change will be to increase what we are doing currently. We want to increase the number of events that we live stream and we want teachers and staff to be sharing videos of things that they do in the classroom. This will require some training of staff. We would also like the teachers to be posting photos on our facebook groups of activities. The more involved the parents feel in their child's school experience, the better.

# 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

Increase the number of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2014-2015.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts, with a base score established in 2015-2016.

### ACTUAL

We saw a substantial increase in ELA scores: 55% to 68% for proficiency and smaller increase for Math: 25% to 32%.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

### PLANNED

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen:

- \* All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- \* Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math

### ACTUAL

All of these changes were implemented.



Expenditures	<p>* Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year</p> <p>* Math support pullout during advisory time</p>	
Action	2	
Actions/Services	<p>PLANNED</p> <p>Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs</p>	<p>ACTUAL</p> <p>Having in-house staff made a huge difference to the culture of the school. All students were well supported by our terrific SPED staff and teachers are very happy with the extra support that they receive.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Special Education 215000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Special Education ???</p>
Action	3	
Actions/Services	<p>PLANNED</p> <p>A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.</p>	<p>ACTUAL</p> <p>Our Life Coach was very effective in making sure that students were in the right places at school. He also helped boost the morale in the school. The position did not track graduation progress. We will have that be a separate goal for the Life Coach</p>
Expenditures	<p>BUDGETED</p> <p>2000-2999: Classified Personnel Salaries Supplemental 50000</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999: Classified Personnel Salaries Supplemental ???</p>
Action	4	
Actions/Services	<p>PLANNED</p> <p>Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data.</p>	<p>ACTUAL</p> <p>We administered one SBAC practice test. The grading time was substantial and the need for computers during the actual SBAC made the second administration difficult. We will maintain the goal of administering two tests, though.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Base 10000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Base ???</p>
Action	5	

Actions/Services	PLANNED Remedial math course will no longer be a year-long course and will instead be targeted to those students who need it for time periods that are appropriate to the student. Students will be temporarily be pulled from advisory class. Remedial ELA course will be similarly structured.	ACTUAL Remedial classes were offered for both Math and ELA. We will need a second class for ELA to support both English and Social Science.
	BUDGETED 1000-1999: Certificated Personnel Salaries Base 17500	ESTIMATED ACTUAL
Expenditures		

Action 6

Actions/Services	PLANNED Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math.	ACTUAL Year long versions of all noted classes were offered. In addition we added a double-block year long algebra class to support students who had pre-algebra skills.
	BUDGETED 1000-1999: Certificated Personnel Salaries Base 12500	ESTIMATED ACTUAL
Expenditures		

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 of the actions as stated were implemented. We have made a concerted effort to make sure that students are scheduled into the correct math classes and we have a lot of extra supports in the form of remedial classes, year-long classes, and extra support personnel to help students get to the desired level of math prior to their 11th grade year. We also administered a practice SBAC and used the results to help inform our teaching for the remainder of the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The SBAC test results indicate that we are moving in the right direction. Our ELA scores saw an increase from 55% to 68% for proficiency and we saw a smaller increase for Math: 25% to 32%. While we saw an increase in our Math scores, we are still no where close to where we want to be. As before, our main challenge is that we have a number of low-performing students who have not been able to pass Alg II which is the minimum requirement for performing well on the test. We had 25% who had not even made it to Alg II, yet. The results are exactly what we would expect to see given our students' current levels of math understanding. All of the action items identified last year were designed to remedy this problem, but it will take a couple of years for the remedy to reach the 11th grades who take the SBAC.</p> <p>For our non-11th graders, we had to use alternate measures since we only had 1 administration of the SBAC practice test to draw data from. We looked at classroom performance to see if the changes that we implemented had an impact on other grade levels. Since we have focused on increasing the rigor across the curriculum and since the more advanced classes that our higher grade levels take are more difficult,</p>

the expectation is that students GPAs would decrease. When we looked at the GPA difference for each student between the 15/16 school year and the 16/17 school year, we saw that there was an average increase of .09. Each of our subgroups increased as well with English Learners increasing by .38, socioeconomically disadvantaged by .18, and Students with Disabilities by .05. When looking at average GPA by grade level, we also saw an increase for each year. The 9th grade GPA increased from 2.98 to 3.09, 10th grade from 2.98 to 3.06 and 11th grade from 2.79 to 3.01 between the 2015/16 and 2016/17 school years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not material difference.

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.

What we have implemented appears to be working and we plan to continue with the current level of supports. We have added News ELA as a reading and writing support that will be used across the curriculum. We piloted it at the end of this year and the students are responding well to it.

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.

Goal3

Make sure that English Language Learners are improving their English Language skills and able to access the entire curriculum.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
For existing English Language Learners, students will increase by at least one performance level	????

ACTIONS / SERVICES

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

Action1

Actions/Services	PLANNED Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.	ACTUAL We added help desk during lunch time, and continued to have help desk before and after school.
	BUDGETED 1000-1999: Certificated Personnel Salaries Base 25000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base 25000

Action2

Actions/Services	PLANNED Hire Academic Coaches to help all students with their classwork.	ACTUAL We hired Academic Coaches to help all of our students and they went above and beyond expectations making

Expenditures		themselves available by phone and email well into the evening.
	BUDGETED 2000-2999: Classified Personnel Salaries Supplemental 110000	ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental 110000
Action	3	
Actions/Services	PLANNED Hire a Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	ACTUAL We hired the Life Coach who was instrumental in helping all of our students make good choices. In particular, students had fewer opportunities to be out of class wandering the hall.
	BUDGETED funded in other goal	ESTIMATED ACTUAL
Expenditures		
Action	4	
Actions/Services	PLANNED Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.	ACTUAL We need to do a better job of addressing this goal. Our EL students were well supported, but we never targeted them directly in PD.
	BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental 4000	ESTIMATED ACTUAL 0
Expenditures		
Action	5	
Actions/Services	PLANNED CTCHS will adopt an LEA Charter specific ELL Reclassification system that mirrors taht of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.	ACTUAL This goad will be deferred to this year when the CELDT is phased out and we move to the ELPAC.
	BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental 2000	ESTIMATED ACTUAL 0
Expenditures		

ANALYSIS

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

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

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

We modified our school day to provide more opportunities for support and we hired Academic Coaches and a Life Coach to provide additional support in and out of the classroom. Students can now receive tutoring services from credentialed teachers before school, after school, and during lunch.

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

Our EL students performed well in their classes this year. Our EL students saw an average GPA increase of .38 points over their GPA in prior years. All of our EL students were enrolled in our standard curriculum and performed well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted money for PD to specifically discuss the needs of our EL students, but we did not have this PD session because we felt that we were supporting our students well and had more immediate needs for that PD time. In addition, we deferred decisions regarding the move to the ELPAC until next year when there will be more clarity from the State.

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.

We did a good job supporting our EL students this year, but want to make sure that we have the specific PD time to discuss individual needs of our EL students so that we make sure no students fall through the cracks. We also intend to focus on administering the ELPAC next year and changing our reclassification procedures as appropriate.

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

Increase the academic rigor of the curriculum and encourage students to go above and beyond the minimum graduation requirements.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will take more classes and graduate with more credits than the baseline established in 2015/2016

ACTUAL

Students in 2015/16 were enrolled in an average of 13.97 semester units. In 2016/17 students were enrolled in an average of 15.20 semester units. The maximum number of units that a students can take per year is 16. Note that we also included support classes this year that were 0 credit classes so the fact that the average went up demonstrates even more clearly that we did a better job of scheduling students in real classes. Note: Students who TA for teachers do not get credit for those classes so we are undercounting the students who are doing real academic work.

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	<div><div>PLANNED</div><div>Students must take a full load of academically rich classes even if they do not need the classes for graduation.</div></div>	<div><div>ACTUAL</div><div>We enforced this except for rare exceptions where a student was on track for graduation and had a confirmed job and a confirmed need to work extra hours.</div></div>
Expenditures	<div><div>BUDGETED</div><div>N/A</div></div>	<div><div>ESTIMATED ACTUAL</div></div>

## Action 2

Actions/Services	<b>PLANNED</b> Independent study classes will only be offered in rare situations where there are no other options.	<b>ACTUAL</b> The number of independent study opportunities were reduced to almost 0 except in extremely rare circumstances.
Expenditures	<b>BUDGETED</b> N/A	<b>ESTIMATED ACTUAL</b>

## Action 3

Actions/Services	<b>PLANNED</b> Business math will only be an option for students who have repeatedly demonstrated an inability to comprehend Algebra 2 content.	<b>ACTUAL</b> Business math was completely removed as an option.
Expenditures	<b>BUDGETED</b> N/A	<b>ESTIMATED ACTUAL</b>

## Action 4

Actions/Services	<b>PLANNED</b> Hire Academic Coaches and Life coach to provide the support and motivation that students need to find success in academically rich classes.	<b>ACTUAL</b> We hired the coaches.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>

## Action 5

Actions/Services	<b>PLANNED</b> Continue offering teacher-led help desks before and after school and add help desk time during lunch as well.	<b>ACTUAL</b> We added the lunch-time help desk and continued with before and after school help desk.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>

## Action 6

Actions/Services	<b>PLANNED</b> Encourage students who are on track for early graduation to take classes at community college, online AP classes, or participate in an internship.	<b>ACTUAL</b> We only had a couple of students opt for the online AP classes, but we did have a few others enrolling in a community college class. Next year we will have internship be a graduation requirement and will be offering a community college English class on our campus.
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Expenditures	BUDGETED N/A	ESTIMATED ACTUAL
Action	<b>7</b>	
Actions/Services	PLANNED School will have its own Powerschool platform which will help with parent communication. A concerted effort will be made to make sure that all parents and students are logging into powerschool on a regular basis.	ACTUAL School acquired its own Powerschool platform, but parents noted in the LCAP survey that teacher communication with parents needs to be improved. We will make this a new goal.
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15000
Action	<b>8</b>	
Actions/Services	PLANNED School will add Naviance and have all students during advisory working in all grade levels with the system to find the college or post-secondary school that best matches their talents.	ACTUAL School added Naviance and it was lightly used in its first year of roll out. We will add a goal to have this be better utilized next year.
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7250	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7250

**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.

Students were required to take a full load if taking any classes on our campus except in rare circumstances. We minimized the number of Independent Study options and articulated clearly to all students and parents that we are not set up for Independent Study and that our students' learning happens in the classroom. Since Business Math was an Independent Study class we also removed Business Math as an option. We hired the academic coaches and offered new help-desk options during lunch. We encouraged high-achieving students to take both online AP classes and community college classes. We implemented our own Powerschool and endured some of the growing pains of managing all of our own data, and we also implemented Naviance but only used it lightly.

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

Students in 2015/16 were enrolled in an average of 13.97 semester units. In 2016/17 students were enrolled in an average of 15.20 semester units. The maximum number of units that a students can take per year is 16. Note that we also included support classes this year that were 0 credit classes so the fact that the average went up demonstrates even more clearly that we did a better job of scheduling students in real classes. Note: Students who TA for teachers do not get credit for those classes so we are undercounting the students who are doing real academic work.

There is a definite sense that the academic rigor has been enhanced. Students were initially upset that their easy independent study options were removed, but ultimately the students were better for it. We had some students who needed the summer in order to graduate because they did not take classes seriously, but while those conversations were tough with both the students and the parents, the students ultimately understood that their diploma was going to mean something and they appreciated being held to a high standard. Unfortunately, one casualty of losing Business Math was a student who probably would have been successful with an Independent Study Business Math course who struggled in Alg II. We provided numerous supports for this student, though, and he chose not to use them. He chose to move to a continuation school where the requirements are easier. We had other students who would have opted for Business Math but instead found success (and learned a lot) in a Stats class.

Having students take online AP classes through a third-party organization did not work as well as expected. There were not many students who wanted this option and the students who did were not being inspired to learn. They were just going through the motions. We are exploring ways to make it easier for students to take community college classes on our campus or at a nearby facility in partnership with other schools.

As noted repeatedly in other parts of the report, the Academic Coaches are instrumental to having a rigorous curriculum be accessible to the entire student body.

Powerschool and Naviance were successfully implemented, but we endured growing pains. A new goal for next year will be to better utilize the communication aspects of powerschool and to make sure that grades are entered in a timely manner (as requested by parents in the LCAP survey). We also need to more effectively use Naviance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

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.

We will be adding a new action item under this goal to improve parental communication of student progress and grades through PowerSchool. We will also implement a new action item to hire a part time college counselor to better utilize Naviance and to make sure that students are taking as many classes as possible. We will also add a new action item to introduce a series of Entrepreneurship classes that will prepare students for life well beyond college.

# 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 5

Improve student behavior and boost student interest in academic pursuits.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Decrease out-of-school suspension rate, decrease tardies and trancies, and increase academic performance from baseline established in 2015-2016.

### ACTUAL

The suspension rate went from 14.9% in 2015/16 to 4.8% in 2016/17.

Academic performance as measured by student GPA increased between 2015/16 and 2016/17. Since the SBAC only evaluates how our 11th graders are doing and since the 16/17 school year was the first year that we administered the SBAC practice test to all students, the only metric that we can use to compare how our supports for our other students are working is to compare performance in classes. Since we have focused on increasing the rigor across the curriculum and since the more advanced classes that our higher grade levels take are more difficult, the expectation is that students GPAs would decrease. When we looked at the GPA difference for each student between the 15/16 school year and the 16/17 school year, we saw that there was an average increase of .09. Each of our subgroups increased as well with English Learners increasing by .38, socioeconomically disadvantaged by .18, and Students with Disabilities by .05. When looking at average GPA by grade level, we also saw an increase for each year. The 9th grade GPA increased from 2.98 to 3.09, 10th grade from 2.98 to 3.06 and 11th grade from 2.79 to 3.01 between the 2015/16 and 2016/17 school years.

## 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> Hire a Life Coach who will ensure that students are making good choices and getting to classes on time.	<b>ACTUAL</b> Life coach was hired.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>

## Action 2

Actions/Services	<b>PLANNED</b> Have guest speakers talk to students about drug use and the effects of drug use on future success.	<b>ACTUAL</b> We managed to curtail drug usage by talking openly with individual drug users. Principal gave one all school drug talk to the students. Individual counseling was more effective, but the Principal's drug talk helped start those individual conversations.
Expenditures	<b>BUDGETED</b> N/A	<b>ESTIMATED ACTUAL</b>

## Action 3

Actions/Services	<b>PLANNED</b> Hire Academic Coaches to provide support for academic classes.	<b>ACTUAL</b> Academic coaches were hired.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>

## Action 4

Actions/Services	<b>PLANNED</b> Institute lunch detention to provide incentives to students for following school rules.	<b>ACTUAL</b> Lunch detention was initially heavily utilized, but once school expectations were established, behavior improved and the lunch detentions were less necessary.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>

## Action 5

Actions/Services	<b>PLANNED</b> Allocate one school day for college visits to promote interest in long term educational goals.	<b>ACTUAL</b> We had a college visit day to local colleges.
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>

N/A

Action

6

Actions/Services

PLANNED

Continue advisory program that teaches the whole student and focuses on life, college and career goals.

ACTUAL

Advisory program continued, but will be reduced to one day/week next year.

Expenditures

BUDGETED

N/A

ESTIMATED ACTUAL

### 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.

A Life Coach was hired to make sure that students were in the right places and Academic Coaches were hired to help provide academic support to the students so that they could start feeling success. Lunch detention was managed by the Life Coach and teachers volunteered to run help desk during lunch once per week which doubled as a lunch detention room. Any staff member could give lunch detention for minor violations of school rules. The Principal and Assistant Principal used lunch detention as an alternative for punishments that might previously have been escalated to the level of in-school suspension. The advisory continued to serve as a place for students to make strong connections with a teacher while discussing non-academic topics like career and college choices.

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

The reduction in the suspension rate from 14.9% to 4.8% coupled with an overall increase in student buy-in and better behavior indicates that our approach is working. We work on making each student feel valued, one student at a time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

It will be difficult for us to get much lower in the suspension rate, but we will maintain this goal for one more year to see how low we can get it. Our students still do not always make the best choices so we would like to continue to see an increase in positive student behavior. We have added some action items to institutionalize restorative practice so that it is being activated throughout the day in many different classes. We have also hired a freshman teacher who will be teaching all students a special brand of SET leadership and the Strength of Mind and Body. We expect that this teacher's personality coupled with a strong

curriculum delivered to incoming freshmen will jump start the focus on future that helps students stay out of trouble.

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  
6

Fully implement common core state standards in all grade levels including the transition to NGSS.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

LEA will facilitate teachers' understanding and implementation of the common core state standards including the NGSS

ACTUAL

There was a concerted effort to have writing across the curriculum this year. The science teachers were exposed to the NGSS for the first time with the first administration of the NGSS CAASPP practice test, but there is still a lack of clarity on how science will be taught and tested in the different grade levels. All math students were doing Common Core math classes this year since we removed Business Math as an option.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	PLANNED Provide PD with training for standards implementation, planning lessons and pacing guides, and analyzing assessments throughout the year.	ACTUAL PD was provided to new teachers on implementing common core, but we did not have a targeted PD for common core. Disciplines met independently and the specific common core needs were addressed during those discipline meetings.
	BUDGETED Funded in other line item or goal	ESTIMATED ACTUAL
Expenditures		



## Action 2

Actions/Services	<b>PLANNED</b> Have students take two Smarter Balanced practice tests each year to provide data that can help teachers drive instruction.	<b>ACTUAL</b> One SBAC practice test was administered, but the timing for the second one conflicted with the actual 11th grade SBAC.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>

## Action 3

Actions/Services	<b>PLANNED</b> Provide PD time for teachers to do departmental collaboration on common core and NGSS.	<b>ACTUAL</b> Departmental meetings occurred as planned.
Expenditures	<b>BUDGETED</b> 1000-1999: Certificated Personnel Salaries Supplemental 2000	<b>ESTIMATED ACTUAL</b>

## Action 4

Actions/Services	<b>PLANNED</b> Re-institute kid-free prep periods for all teachers so that there is more time for collaboration and peer observation each day. Teachers in 2015/16 opted for a 0 period with an extra stipend, but that will no longer be an option.	<b>ACTUAL</b> Teachers had kid-free prep periods and utilized that time well to collaborate and to observe one another.
Expenditures	<b>BUDGETED</b> Cost neutral	<b>ESTIMATED ACTUAL</b>

## Action 5

Actions/Services	<b>PLANNED</b> Change bell schedule so that there is time for PD embedded in the school day every other week.	<b>ACTUAL</b> Bell schedule was changed to accommodate PD.
Expenditures	<b>BUDGETED</b> Cost neutral	<b>ESTIMATED ACTUAL</b>

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 most useful modifications were those that allowed for more teacher collaboration time. By adjusting the bell schedule to allow for more frequent PD and by freeing up teachers to have kid-free prep periods, there was ample time for teachers to work with and learn from each other. Every other PD day was allocated to department meetings. Much great work was done during these meetings to help identify solutions to challenging situations and to discover and experiment with best practices that could be shared among the staff. One administration of the practice SBAC test was given in the fall, but because of the amount of time it took to grade and because we had a shortage of computers near the time of the real SBAC, we chose to skip the second administration of the exam. We plan to try again next year.

Having kid-free prep periods helped the teachers find time to collaborate as well. Teachers found time to observe each other frequently. We will quantify a desired frequency of classroom observations and encourage teachers to observe across disciplines for this goal next year.

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

The goal was to fully implement common core standards across all classes and we feel that we moved forward in this regard because of the collaboration that was done between teachers during spontaneous classroom observations and through discussions that occurred during the 8 department meetings that were scheduled during our new PD slot on early-release Thursdays. We should have had a whole staff training on common core but in the interest of having the PD be targeted we chose to have departments cover their own common core challenges, best practices, and solutions. We should have provided an opportunity for the teachers to share out best practices across disciplines, and we plan to have a targeted PD for that next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference.

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

The best outcome of the departmental meetings was the discovery of a tool called NewsELA which we have purchased for next year. Our pilot during the last few months of this year showed that this is an effective tool for teaching students how to analyze text and write responses that are supported by text. We will have the use of NewsELA across the curriculum be a goal for next year. We also plan to adjust our schedule so that the practice SBAC can definitely be administered two times per year so that the teachers can use the assessment results to drive instruction. We also plan to increase the scope of this goal to include all of the new entrepreneurship classes as goals. We believe that we can go beyond the Common Core and UC A-G and have students complete those minimal requirements and a rich collection of additional classes in leadership, business acumen, and technology that will truly prepare our students for

the 21st century workforce. We are going to merge this goal with goal 4 because the academic rigor in goal 4 already assumes that common core and state standards are implemented across the curriculum.

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  
7

Increase student 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

Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.

ACTUAL

Our chronic truant percentage rate remained static across 2015/16 and 2016/17. It was 24% in both years.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

ACTUAL

We did a lot to increase school connectedness and we believe that the students who came to school felt much more connected to the school and to the staff, but for those students who did not come for their various reasons, this was not enough.

Expenditures

BUDGETED

Funded in other line item or goal

ESTIMATED ACTUAL

Action

2

Actions/Services	<b>PLANNED</b> Provide incentives for perfect attendance by giving gifts and recognition to students on a monthly basis. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.	<b>ACTUAL</b> We provided attendance rewards and this seemed to motivate the students who were vying for perfect attendance, but it did not help with the students who were considered chronic truants.
Expenditures	<b>BUDGETED</b> 0000: Unrestricted Supplemental 1000	<b>ESTIMATED ACTUAL</b> 0000: Unrestricted Supplemental 600
Action	<b>3</b>	
Actions/Services	<b>PLANNED</b> Hire Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.	<b>ACTUAL</b> We hired the Life Coach. The whole staff constantly engaged students in discussions that appeared to get students to care more about school and life, but this seemed to have little effect on the chronic truants.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>
Action	<b>4</b>	
Actions/Services	<b>PLANNED</b> Hire Academic Coaches who can help students understand academic material and therefore enjoy school more.	<b>ACTUAL</b> Same was true for the academic coaches.
Expenditures	<b>BUDGETED</b> Funded in other line item or goal	<b>ESTIMATED ACTUAL</b>
Action	<b>5</b>	
Actions/Services	<b>PLANNED</b> Continue advisory program to teach whole student and motivate students to find success in school so that they can achieve their future goals.	<b>ACTUAL</b> Same effect. Students who embrace school were helped by the advisory program, but students who were not stayed away.
Expenditures	<b>BUDGETED</b> No extra cost	<b>ESTIMATED ACTUAL</b>
Action	<b>6</b>	
Actions/Services	<b>PLANNED</b> Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force	<b>ACTUAL</b> Busy students certainly seemed to come to school more. We still had habitual truants (or parents of habitual truants) who did not care about failing classes.

Expenditures	the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.	
	BUDGETED No extra cost	ESTIMATED ACTUAL

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 main thrust of all of our efforts was to increase school connectedness. By removing independent study and forcing students to attend a full load of classes on campus, we hoped that the connections that the students made on campus with their teachers, staff, and friends, would get them to continue to come to school. The hiring of the academic coaches and life coach were designed to provide more supports for the students which would remove barriers to success.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While it would appear that the changes we instituted did not achieve any effect, we believe that there was a qualitative difference to the academic experience for the overwhelming number of students who did come to school. The 24% metric does not tell the whole story because it includes students who only enrolled in our school for a week and subsequently dropped out. If the length of time to drop out is more than a couple of days, that students is counted as a habitual truant. We know that we have a problem and want to fix it, but we do not think that the problem is quite as severe as indicated. We are confident that if we follow the same approach and offer a few sticks along with our carrots that we can get students to come to school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We did not spend all of the money that was allocated to attendance awards.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	To move the needle on the number of habitual truants we intend to offer some sticks in addition to the ample carrots we already use. We will revise the LCAP to provide clear guidelines to the parents on the consequences for being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways. We will continue all of the supports that encourage students to come to school, and we will continue with the attendance awards to give incentives to our non-habitual truants to come to school on those few days when they might decide to stay home.

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.

Goal8

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

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.

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.

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.



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.

Goal9

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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.

Action1

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.

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.

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.

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.

Goal10

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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.

Action1

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.

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.

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.

# 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?

SET High engages in a continual process of reflection to improve student outcomes and to improve the services that are provided at the school. All stakeholders are able to meet with any of the school staff in a timely manner if they have questions or concerns and there is a suggestion box displayed prominently that is used for anonymous suggestions. Every meeting with parents, students, and staff has a component of asking and reflecting on what we can do better.

There were specific discussions related to the formation of next year's LCAP with all stakeholders as outlined below:

Nov-June, 2017: Ongoing discussions with staff about best ways to improve school.

June, 2017: LCAP specific meetings with staff to discuss progress towards goals, and new goals for upcoming years.

May, June, 2017, SET administered LCAP survey to school staff, parents, and students.

May, 2017: Parents participated in open forum to discuss needs and suggested areas of school-wide development.

May, 2017: Board discussed LCAP and discussed areas of school-wide development

June, 2017: Draft reviewed by LCAP advisory committee

June 27, 2017: SET Board of Directors approved LCAP

SET has provided ongoing opportunities to engage all stakeholders in the development of the LCAP

SET has administered LCAP surveys to parents, students and staff soliciting both likert scale and qualitative data.

Last year's LCAP saw the implementation of many systemic and cultural changes (including the hiring for many new staff positions) to move the school in a new direction after a change of leadership. To reflect the new vision and mission, the name of the school changed to the School for Entrepreneurship & Technology (SET) and the staff, and students have been moving excitedly towards the dream of being one of the first high schools in America focused on Entrepreneurship & Technology. As we continue to build SET and the four year SET journey for students, the LCAP for this year will continue what has worked well, while adding new and/or improving existing student-centric strategies geared toward the elevation of student outcomes. As we solidify the focus on entrepreneurship & technology, we will be adding innovative curriculum and experiential components to provide students with both academic, real world, and immersive learning opportunities.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of stakeholder input some of the goals were adjusted.

Some goals were modified.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New

☒ Modified

☒ Unchanged

Goal 1

Increase Parental Involvement

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Stake holders have noted that we need to get parents more involved and to feel more connected with the school.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of parents active in non-mandatory monthly activities associated with the school.	< 10	The school will encourage parental involvement by creating a compact with parents. We would like to involve parents as mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer opportunities for students, parents and the community at large to be more involved with the happenings at SET. If we could get 20 parents to serve as mentors, that would be fantastic. We will specifically reach out to students in subgroups.		

### PLANNED ACTIONS / SERVICES

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

Action 1

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New ☒ Modified ☐ Unchanged

Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get projector, screen, and audio equipment to make recording easy and professional.

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually.

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	4000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

#### 2018-19

Amount	1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

#### 2019-20

Amount	
Source	
Budget Reference	

Action **2**

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

**2017-18**

☐ New ☐ Modified ☐ Unchanged

Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

### BUDGETED EXPENDITURES

**2017-18**

Budget  
Reference

Funded in other line item or goal

**2018-19**

Budget  
Reference

Funded in other line item or goal

**2019-20**

Budget  
Reference

Action **3**

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

Students to be Served

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



<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:
--------------------	--

OR

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

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

### ACTIONS/SERVICES

**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

Continue to have two exhibitions and monthly parent group meetings.

**2018-19**
☐ New
 ☐ Modified
 ☐ Unchanged

Continue to have two exhibitions, monthly meetings with the Principal, and monthly parent group meetings.

**2019-20**
☐ New
 ☐ Modified
 ☐ Unchanged

### BUDGETED EXPENDITURES

**2017-18**

Amount	2000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	2000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	
Source	
Budget Reference	

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:

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

Add a second Back to School night for the second term.

**2018-19**
☐ New
     
☐ Modified
     
☐ Unchanged

Add a second Back to School night for the second term.

**2019-20**
☐ New
     
☐ Modified
     
☐ Unchanged
[BUDGETED EXPENDITURES](#)**2017-18**

Amount 0

**2018-19**

Amount 0

**2019-20**

Amount

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**

☒ New ☐ Modified ☐ Unchanged

Have parents sign up with their expertise and the number of hours that they are willing to commit to mentoring students on their passion projects and Saturdays@SET.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Add a parent/teacher mixer after the Fall Back to School Night

**2019-20**

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount 1000  
Source Supplemental  
Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount 1000  
Source Supplemental  
Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount  
Source  
Budget Reference

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**☒

New

☐

Modified

☐

Unchanged

**2018-19**☐

New

☐

Modified

☐

Unchanged

**2019-20**☐

New

☐

Modified

☐

Unchanged

Create a compact for parents that identifies their roles and responsibilities in the education of their child including a request for support as a potential partner, even if only virtually.

**BUDGETED EXPENDITURES****2017-18****2018-19****2019-20**Action **7**

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

[Students to be Served](#)☒

All

☐

Students with Disabilities

☐

[Specific Student Group(s)]

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

OR

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

[Students to be Served](#)☐

English Learners

☐

Foster Youth

☐

Low Income

[Scope of Services](#)☐

LEA-wide

☐

Schoolwide

OR

☐

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

**ACTIONS/SERVICES****2017-18****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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train staff on uploading video/photos to social media to increase parent awareness of what is happening in the classroom.		

### BUDGETED EXPENDITURES

**2017-18**

Budget Reference: n/a

**2018-19**

Budget Reference:

**2019-20**

Budget Reference:

 Action **8**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <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**
☒ New
☐ Modified
☐ Unchanged

**2018-19**
☐ New
☐ Modified
☐ Unchanged

**2019-20**
☐ New
☐ Modified
☐ Unchanged

Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents.

Have calendars be updated appropriately and have calendars easy to view on website. Improve parent portal on website to make it easy for parents to find important information immediately.

BUDGETED EXPENDITURES

**2017-18**

Budget Reference	n/a
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**2018-19**

Budget Reference	
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**2019-20**

Budget Reference	
------------------	--

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New

☒ Modified

☒ Unchanged

Goal 2

Increase the percentage of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2016-2017 by 10% in ELA and 20% in Math.

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 the number of students who score proficient or above in math and English language arts on the SBAC assessment.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA and Math scoring proficient and above	ELA: 68%, Math: 32%	Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior year's baseline in ELA and a 20% increase over the prior year's baseline in Math.	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts, with a base score established in 2015-2016.	

### PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

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

<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		
<b>OR</b>			
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

### ACTIONS/SERVICES

#### 2017-18

☐ New   
 ☒ Modified   
 ☐ Unchanged

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen:

- \* All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- \* Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math
- \* Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year
- \* Math support pullout during advisory time
- \* Implement data analytic strategies to determine appropriate LEAP (Learning & Educational Action Plan) for each student

#### 2018-19

☐ New   
 ☐ Modified   
 ☐ Unchanged

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen:

- \* All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- \* Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math
- \* Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year
- \* Math support pullout during advisory time

#### 2019-20

☐ New   
 ☐ Modified   
 ☐ Unchanged

### BUDGETED EXPENDITURES

#### 2017-18

Source	Base
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#### 2018-19

Source	Base
--------	------

#### 2019-20

Source	
--------	--



Budget Reference	0000: Unrestricted Funded in other line item or goal	Budget Reference	0000: Unrestricted Funded in other line item or goal	Budget Reference	
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## Action 2

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

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

OR

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

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

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	215000
Source	Special Education

#### 2018-19

Amount	215000
Source	Special Education

#### 2019-20

Amount	
Source	

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	
------------------	--	------------------	--	------------------	--

### 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 type="checkbox"/> Specific Grade spans:

OR

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

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

### ACTIONS/SERVICES

#### 2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
------------------------------	-----------------------------------	---

A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

#### 2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
------------------------------	-----------------------------------	------------------------------------

A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

#### 2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
------------------------------	-----------------------------------	------------------------------------

### BUDGETED EXPENDITURES

#### 2017-18

Amount	50000
Source	Supplemental

#### 2018-19

Amount	50000
Source	Supplemental

#### 2019-20

Amount	
Source	

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	
------------------	--	------------------	--	------------------	--

## 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:

OR

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

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

### ACTIONS/SERVICES

**2017-18**

☐ New ☐ Modified ☒ Unchanged

Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data. Continue to monitor frequent math assessment for deviations from upward trend line.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

### BUDGETED EXPENDITURES

**2017-18**

Amount	10000
Source	Base

**2018-19**

Amount	10000
Source	Base

**2019-20**

Amount	
Source	

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	
------------------	--	------------------	--	------------------	--

## 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 type="checkbox"/> Specific Grade spans:

OR

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

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

### ACTIONS/SERVICES

#### 2017-18

☐ New ☒ Modified ☒ Unchanged

Continue remedial math course and ELA courses now called math support and ela support.

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

Remedial math course will no longer be a year-long course and will instead be targeted to those students who need it for time periods that are appropriate to the student. Students will be temporarily be pulled from advisory class. Remedial ELA course will be similarly structured.

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

### BUDGETED EXPENDITURES

#### 2017-18

Amount 17500

#### 2018-19

Amount 17500

#### 2019-20

Amount

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	
Budget Reference	

## Action 6

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

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

OR

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

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

## [ACTIONS/SERVICES](#)

### 2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
------------------------------	--	------------------------------------

Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

### 2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
------------------------------	-----------------------------------	------------------------------------

Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math.

### 2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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## [BUDGETED EXPENDITURES](#)

### 2017-18

Amount	12500
--------	-------

### 2018-19

Amount	12500
--------	-------

### 2019-20

Amount	
--------	--

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	
Budget Reference	

## Action 7

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

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

OR

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

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

### [ACTIONS/SERVICES](#)

**2017-18**

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
---	-----------------------------------	------------------------------------

Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written.

**2018-19**

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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--

**2019-20**

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### [BUDGETED EXPENDITURES](#)

**2017-18**

Amount	12500
Source	Base

**2018-19**

Amount	
Source	

**2019-20**

Amount	
Source	

Budget  
Reference1000-1999: Certificated Personnel  
SalariesBudget  
ReferenceBudget  
Reference**Action 8**

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

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

OR

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

[Students to be Served](#)☐ English Learners ☐ Foster Youth ☐ Low Income[Scope of Services](#)☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:[ACTIONS/SERVICES](#)**2017-18**☒ New ☐ Modified ☐ Unchanged**2018-19**☐ New ☐ Modified ☐ Unchanged**2019-20**☐ New ☐ Modified ☐ UnchangedAdd new course which is a remedial writing course for  
students who have below grade-level writing skills.[BUDGETED EXPENDITURES](#)**2017-18**

Amount

12500

Source

Special Education

Budget  
Reference1000-1999: Certificated Personnel  
Salaries**2018-19**

Amount

Source

Budget  
Reference**2019-20**

Amount

Source

Budget  
Reference

Action **9**

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

☒ New ☐ Modified ☐ Unchanged

Purchase and implement NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

**2019-20**

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount	3250
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New

☐ Modified

☒ Unchanged

Goal 3

Ensure that English Language Learners are improving their English Language skills and able to access the entire curriculum.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

We had a substantial increase in our EL population this year and expect the trend to continue. We want to make sure that we are supporting this population.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rate and percent EL students able to access full curriculum.	We have nine returning EL students. Seven of the nine are eligible to increase one performance level.	All English Language Learners will increase by at least one performance level and will have access to curriculum within first year of being part of SET.	For existing English Language Learners, students will increase by at least one performance level	

### PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

☐ New    ☐ Modified    ☒ Unchanged

Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

**2018-19**

☐ New    ☐ Modified    ☐ Unchanged

Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount    25000  
Source    Base  
Budget Reference    1000-1999: Certificated Personnel Salaries

**2018-19**

Amount    25000  
Source    Base  
Budget Reference    1000-1999: Certificated Personnel Salaries

**2019-20**

Amount      
Source      
Budget Reference   

Action **2**

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

Students to be Served

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

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

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

Continue with existing Academic Coaches to help all students with their classwork.

#### 2018-19

☐ New
 ☐ Modified
 ☐ Unchanged

Hire Academic Coaches to help all students with their classwork.

#### 2019-20

☐ New
 ☐ Modified
 ☐ Unchanged

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	110000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

#### 2018-19

Amount	110000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

#### 2019-20

Amount	
Source	
Budget Reference	

### Action **3**

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

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

OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> 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

Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Hire a Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Budget Reference funded in other goal

**2018-19**

Budget Reference funded in other goal

**2019-20**

Budget Reference

Action **4**

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

**ACTIONS/SERVICES****2017-18**☐

New

☐

Modified

☒

Unchanged

**2018-19**☐

New

☐

Modified

☐

Unchanged

**2019-20**☐

New

☐

Modified

☐

Unchanged

Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.

Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.

**BUDGETED EXPENDITURES****2017-18**

Amount

4000

Source

Supplemental

Budget  
Reference

1000-1999: Certificated Personnel Salaries

**2018-19**

Amount

4000

Source

Supplemental

Budget  
Reference

1000-1999: Certificated Personnel Salaries

**2019-20**

Amount

Source

Budget  
Reference

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**☐

New

☐

Modified

☐

Unchanged

SET will adopt an LEA Charter specific ELL  
Reclassification system that mirrors that of the San Diego  
Unified School District, but allows for in-house  
reclassification of ELLs using additional LEA charter  
specific guidelines.

**2018-19**☐

New

☐

Modified

☐

Unchanged

CTCHS will adopt an LEA Charter specific ELL  
Reclassification system that mirrors taht of the San Diego  
Unified School District, but allows for in-house  
reclassification of ELLs using additional LEA charter  
specific guidelines.

**2019-20**☐

New

☐

Modified

☐

Unchanged

**BUDGETED EXPENDITURES****2017-18**

Amount

2000

Source

Supplemental

Budget  
Reference1000-1999: Certificated Personnel  
Salaries**2018-19**

Amount

2000

Source

Supplemental

Budget  
Reference1000-1999: Certificated Personnel  
Salaries**2019-20**

Amount

Source

Budget  
Reference

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged

### Goal 4

Continue to increase the academic rigor of the curriculum, encourage students to go above and beyond UC A-G through the implementation of our "A-P" model and the focus on Success Readiness Levels (SRLs).

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

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

#### Identified Need

We aim to drive students to their highest level of achievement. The inclusion of SRLs will minimize those students who graduate early without availing themselves of all that SET offers. Under our new, four full year journey based on our proprietary "A-P" model, students will take a full array of SET classes to achieve a maximum SRL and better prepare themselves for long-term success in life beyond university.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of units that seniors graduate with.	44 is the minimum number of units required for graduation.	Graduates will average 48 units.	Students will take more classes and graduate with more credits than the baseline established in 2015/2016	

#### PLANNED ACTIONS / SERVICES

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

#### Action 1

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

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

OR

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

[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

Students must take a full load of academically rich classes even if they do not need the classes for graduation.

**2018-19**
☐ New
     
☐ Modified
     
☐ Unchanged

Students must take a full load of academically rich classes even if they do not need the classes for graduation.

**2019-20**
☐ New
     
☐ Modified
     
☐ Unchanged
**BUDGETED EXPENDITURES****2017-18**
 Budget Reference  
 N/A
**2018-19**
 Budget Reference  
 N/A
**2019-20**
 Budget Reference  
Action **2**

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

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

OR

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

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



Scope of Services

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☐ Modified    ☒ Unchanged

Independent study classes will only be offered in rare situations where there are no other options.

**2018-19**

☐ New    ☐ Modified    ☐ Unchanged

Independent study classes will only be offered in rare situations where there are no other options.

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Budget  
Reference    N/A

**2018-19**

Budget  
Reference    N/A

**2019-20**

Budget  
Reference

Action **3**

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

Students to be Served

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☒ New
 ☐ Modified
 ☐ Unchanged

Introduce a gamification system to encourage students to take a rigorous course schedule. We will identify courses that will help students achieve a high SRL (success readiness level) and will give those courses a higher SRL score. To achieve a high SRL students will take many more classes than the minimum UC A-G requirements through the use of our "A-P" model.

**2018-19**
☐ New
 ☐ Modified
 ☐ Unchanged

Business math will only be an option for students who have repeatedly demonstrated an inability to comprehend Algebra 2 content.

**2019-20**
☐ New
 ☐ Modified
 ☐ Unchanged
BUDGETED EXPENDITURES**2017-18**
 Budget Reference  
N/A
**2018-19**
 Budget Reference  
N/A
**2019-20**
 Budget Reference  
Action **4**

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

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

OR

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

Students to be Served
☐ English Learners
 ☐ Foster Youth
 ☐ Low Income
Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Utilize Academic Coaches and Life coach to provide the support and motivation that students need to find success in academically rich classes.	Hire Academic Coaches and Life coach to provide the support and motivation that students need to find success in academically rich classes.	

### BUDGETED EXPENDITURES

2017-18

Budget Reference	Funded in other line item or goal
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2018-19

Budget Reference	Funded in other line item or goal
------------------	-----------------------------------

2019-20

Budget Reference	
------------------	--

### 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 type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <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

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

Continue offering teacher-led help desks before and after school and during lunch.

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
---

Continue offering teacher-led help desks before and after school and add help desk time during lunch as well.

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
---

**BUDGETED EXPENDITURES****2017-18**Budget  
Reference

Funded in other line item or goal

**2018-19**Budget  
Reference

Funded in other line item or goal

**2019-20**Budget  
Reference

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**

New



Modified



Unchanged

Offer a community college English 101 class for dual credit.

**2018-19**

New



Modified



Unchanged

Encourage students who are on track for early graduation to take classes at community college, online AP classes, or participate in an internship.

**2019-20**

New



Modified



Unchanged

**BUDGETED EXPENDITURES****2017-18**Budget  
Reference

N/A

**2018-19**Budget  
Reference

N/A

**2019-20**Budget  
Reference

Action

**7**

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Add Passion Talks in middle of day to allow students to be inspired by successful entrepreneurs, business leaders, artists and scientists. Add Passion Project to inspire students to explore a passion and partner with faculty, community, and parent advisors.

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

School will have its own Powerschool platform which will help with parent communication. A concerted effort will be made to make sure that all parents and students are logging into powerschool on a regular basis.

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

### BUDGETED EXPENDITURES

#### 2017-18

Amount	15000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

#### 2018-19

Amount	15000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

#### 2019-20

Amount	
Source	
Budget Reference	

Action **8**

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New ☐ Modified ☐ Unchanged

Add a rich array of classes like Leadership: SET Style, Strength of Mind/Body, Leadership: Apprentice style, Lenses of Leadership, SET UP for outreach, Improv, and many more to increase students' Success Readiness Levels.

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

School will add Naviance and have all students during advisory working in all grade levels with the system to find the college or post-secondary school that best matches their talents.

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	7250
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

#### 2018-19

Amount	7250
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

#### 2019-20

Amount	
Source	
Budget Reference	

Action **9**

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

[Students to be Served](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### [ACTIONS/SERVICES](#)

**2017-18**

☒ New ☐ Modified ☐ Unchanged

Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

**2019-20**

☐ New ☐ Modified ☐ Unchanged

### [BUDGETED EXPENDITURES](#)

**2017-18**

Budget  
Reference n/a

**2018-19**

Budget  
Reference

**2019-20**

Budget  
Reference

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New

☐ Modified

☒ Unchanged

Goal 5

Maximize student buy-in to the SET ethos, a student constructed statement regarding ethics, achievement, respect and self-discipline.

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 are making poor choices because of a lack of interest in school. This results in tardies and trancies that lead to suspensions.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate, tardies, and trancies	Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.  Suspension rate down to 4.8% in 2016/17 and chronic absenteeism flat at, 24%.	Decrease out-of-school suspension rate, decrease tardies and trancies, and increase academic performance from baseline established in 2016/17.	Decrease out-of-school suspension rate, decrease tardies and trancies, and increase academic performance from baseline established in 2015-2016.	

### PLANNED ACTIONS / SERVICES

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

Action 1



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

[Students to be Served](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### [ACTIONS/SERVICES](#)

**2017-18**

☐ New ☐ Modified ☒ Unchanged

Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Hire a Life Coach who will ensure that students are making good choices and getting to classes on time.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

### [BUDGETED EXPENDITURES](#)

**2017-18**

Budget  
Reference

Funded in other line item or goal

**2018-19**

Budget  
Reference

Funded in other line item or goal

**2019-20**

Budget  
Reference

Action **2**

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

[Students to be Served](#)

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

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
     
 ☐ Foster Youth
     
 ☐ Low Income
Scope of Services
☐ LEA-wide
     
 ☐ Schoolwide
     
**OR**
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
     
☐ Specific Schools:
     
☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☒ New
     
☐ Modified
     
☐ Unchanged

Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.

**2018-19**
☐ New
     
☐ Modified
     
☐ Unchanged

Have guest speakers talk to students about drug use and the effects of drug use on future success.

**2019-20**
☐ New
     
☐ Modified
     
☐ Unchanged
BUDGETED EXPENDITURES**2017-18**
 Budget  
Reference
     
 N/A
**2018-19**
 Budget  
Reference
     
 N/A
**2019-20**
 Budget  
Reference
Action **3**

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

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

OR

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

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

**ACTIONS/SERVICES****2017-18**
☐ New    ☐ Modified    ☒ Unchanged

Continue with Academic Coaches who provide support for academic classes.

**2018-19**
☐ New    ☐ Modified    ☐ Unchanged

Hire Academic Coaches to provide support for academic classes.

**2019-20**
☐ New    ☐ Modified    ☐ Unchanged
**BUDGETED EXPENDITURES****2017-18**

Budget Reference	Funded in other line item or goal
------------------	-----------------------------------

**2018-19**

Budget Reference	Funded in other line item or goal
------------------	-----------------------------------

**2019-20**

Budget Reference	
------------------	--

**Action 4****For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

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

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	<a href="#">Scope of Services</a> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

[ACTIONS/SERVICES](#)**2017-18**☐

New

☐

Modified

☒

Unchanged

**2018-19**☐

New

☐

Modified

☐

Unchanged

**2019-20**☐

New

☐

Modified

☐

Unchanged

Continue with lunch detention to provide incentives to students for following school rules.

Institute lunch detention to provide incentives to students for following school rules.

[BUDGETED EXPENDITURES](#)**2017-18**Budget  
Reference

Funded in other line item or goal

**2018-19**Budget  
Reference

Funded in other line item or goal

**2019-20**Budget  
Reference

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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego.	Allocate one school day for college visits to promote interest in long term educational goals.	

### BUDGETED EXPENDITURES

**2017-18**

Budget Reference	N/A
------------------	-----

**2018-19**

Budget Reference	N/A
------------------	-----

**2019-20**

Budget Reference	
------------------	--

### 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 type="checkbox"/> Specific Grade spans:

OR

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

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

### ACTIONS/SERVICES

**2017-18**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
---

**2018-19**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
---

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
---

Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required

Continue advisory program that teaches the whole student and focuses on life, college and career goals.

support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.

BUDGETED EXPENDITURES

**2017-18**

Amount	70000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries N/A

**2018-19**

Amount	
Source	
Budget Reference	N/A

**2019-20**

Amount	
Source	
Budget Reference	

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☒ New ☐ Modified ☐ Unchanged

### Goal 6

Continue to increase the percentage of students who are eligible to attend a 4-year university as well as the percentage of students enrolling in college.

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

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

[Identified Need](#)

We have students who are capable of attending a 4-year university who are not adequately prepared for the SAT and ACT or do not take the college entrance exams because they do not think they will be able to afford college. We want students to have the option to attend a 4-year university even if they ultimately choose a community college instead.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College eligibility measured in terms of SAT/ACT taken, UC A-G sequence completion, and college applications submitted.		A 10% increase in the number of students who are college ready above the baseline established in 2016-2017.	LEA will facilitate teachers' understanding and implementation of the common core state standards including the NGSS	

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

Implementation of the CollegeSET program, including hiring a part-time college counselor and/or use a hybrid model blending internal faculty and outside experts.

**2018-19**
☐ New
     
☐ Modified
     
☐ Unchanged

Provide PD with training for standards implementation, planning lessons and pacing guides, and analyzing assessments throughout the year.

**2019-20**
☐ New
     
☐ Modified
     
☐ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount	30000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Funded in other line item or goal

**2018-19**

Amount	
Source	
Budget Reference	Funded in other line item or goal

**2019-20**

Amount	
Source	
Budget Reference	

Action **2**

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

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

OR



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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

☒ New ☐ Modified ☐ Unchanged

Implementation of Journeys, Naviance and other resources through the CollegeSET program.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Have students take two Smarter Balanced practice tests each year to provide data that can help teachers drive instruction.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

**2017-18**

Budget Reference  
N/A

**2018-19**

Budget Reference  
Funded in other line item or goal

**2019-20**

Budget Reference

Action **3**

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☐ Modified    ☐ Unchanged

Administer PSAT 8/9 and PSAT to all freshmen and sophomores.

**2018-19**

☐ New    ☐ Modified    ☐ Unchanged

Provide PD time for teachers to do departmental collaboration on common core and NGSS.

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount    2500

Source    Supplemental

Budget Reference    4000-4999: Books And Supplies

**2018-19**

Amount    2000

Source    Supplemental

Budget Reference    1000-1999: Certificated Personnel Salaries

**2019-20**

Amount   

Source   

Budget Reference   

Action **4**

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

Students to be Served

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

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

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

[ACTIONS/SERVICES](#)**2017-18**☐

New

☐

Modified

☐

Unchanged

Continue to institute a culture of test prep throughout the school.

**2018-19**☐

New

☐

Modified

☐

Unchanged

Re-institute kid-free prep periods for all teachers so that there is more time for collaboration and peer observation each day. Teachers in 2015/16 opted for a 0 period with an extra stipend, but that will no longer be an option.

**2019-20**☐

New

☐

Modified

☐

Unchanged

[BUDGETED EXPENDITURES](#)**2017-18**Budget  
Reference

n/a

**2018-19**Budget  
Reference

Cost neutral

**2019-20**Budget  
Reference

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

☐ New ☐ Modified ☐ Unchanged

Have PSAT, SAT/ACT completion increase the Success Readiness Level (SRL) for students.

2018-19

☐ New ☐ Modified ☐ Unchanged

Change bell schedule so that there is time for PD embedded in the school day every other week.

2019-20

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference	N/A
------------------	-----

2018-19

Budget Reference	Cost neutral
------------------	--------------

2019-20

Budget Reference	
------------------	--

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New

☐ Modified

☐ Unchanged

Goal 7

Increase student attendance rates.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

SET attendance rate of 93% is approximately 2% below our target rate and the number of students who have "chronic absence" for reasons other than health is above our target level.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate and Chronic Absenteeism rate	93% ADA and 24% chronic absenteeism	Increase ADA to 95% and decrease non-health related chronic absenteeism by 50%	Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.	

### PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

**2017-18**

☐ New ☐ Modified ☒ Unchanged

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

### BUDGETED EXPENDITURES

**2017-18**

Budget  
Reference

Funded in other line item or goal

**2018-19**

Budget  
Reference

Funded in other line item or goal

**2019-20**

Budget  
Reference

Action **2**

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

**ACTIONS/SERVICES****2017-18**☐

New

☐

Modified

☒

Unchanged

Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.

**2018-19**☐

New

☐

Modified

☐

Unchanged

Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.

**2019-20**☐

New

☐

Modified

☐

Unchanged

**BUDGETED EXPENDITURES****2017-18**

Amount

1000

Source

Supplemental

Budget  
Reference

0000: Unrestricted

**2018-19**

Amount

1000

Source

Supplemental

Budget  
Reference

0000: Unrestricted

**2019-20**

Amount

Source

Budget  
Reference

Action

**3**

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

[Students to be Served](#)☒

All

☐

Students with Disabilities

☐[\[Specific Student Group\(s\)\]](#)[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

OR

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

[Students to be Served](#)☐

English Learners

☐

Foster Youth

☐

Low Income

[Scope of Services](#)☐

LEA-wide

☐

Schoolwide

OR

☐

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

**ACTIONS/SERVICES****2017-18**☐

New

☐

Modified

☐

Unchanged

**2018-19**☐

New

☐

Modified

☐

Unchanged

**2019-20**☐

New

☐

Modified

☐

Unchanged

Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

Hire Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

**BUDGETED EXPENDITURES****2017-18**Budget  
Reference

Funded in other line item or goal

**2018-19**Budget  
Reference

Funded in other line item or goal

**2019-20**Budget  
Reference

Action

**4**

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

[Students to be Served](#)☒

All

☐

Students with Disabilities

☐[\[Specific Student Group\(s\)\]](#)[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

**OR**

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

[Students to be Served](#)☐

English Learners

☐

Foster Youth

☐

Low Income

[Scope of Services](#)☐

LEA-wide

☐

Schoolwide

**OR**☐

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:



ACTIONS/SERVICES**2017-18**
☐ New
☐ Modified
☐ Unchanged

Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.

**2018-19**
☐ New
☐ Modified
☐ Unchanged

Hire Academic Coaches who can help students understand academic material and therefore enjoy school more.

**2019-20**
☐ New
☐ Modified
☐ Unchanged
BUDGETED EXPENDITURES**2017-18**Budget  
Reference

Funded in other line item or goal

**2018-19**Budget  
Reference

Funded in other line item or goal

**2019-20**Budget  
ReferenceAction **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**
☐ New
☐ Modified
☐ Unchanged
**2018-19**
☐ New
☐ Modified
☐ Unchanged
**2019-20**
☐ New
☐ Modified
☐ Unchanged

In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.

Continue advisory program to teach whole student and motivate students to find success in school so that they can achieve their future goals.

## BUDGETED EXPENDITURES

**2017-18**

Budget Reference No extra cost

**2018-19**

Budget Reference No extra cost

**2019-20**

Budget Reference

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**

☐ New ☐ Modified ☒ Unchanged

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing

**2019-20**

☐ New ☐ Modified ☐ Unchanged

school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.

school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.

BUDGETED EXPENDITURES

**2017-18**

Budget Reference	No extra cost
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**2018-19**

Budget Reference	No extra cost
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**2019-20**

Budget Reference	
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# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☒ New ☐ Modified ☐ Unchanged

**Goal 8**

Continue to collaborate with foundations, corporations, universities, entrepreneurs-in-residence, and other civic leaders to increase the number of funding, partnerships, internships, and mentorships.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
funding dollars received, number of partnerships		We would like to increase our community outreach and collaborations with external civic stakeholders to better address systemic-wide education issues.		

### PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

#### 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

The board will create marketing collateral to increase community outreach to all the major local universities and community colleges in order to secure them as educational partners and to explore programmatic cooperation.

#### 2018-19

☐ New    ☐ Modified    ☐ Unchanged

#### 2019-20

☐ New    ☐ Modified    ☐ Unchanged

### BUDGETED EXPENDITURES

#### 2017-18

Budget  
Reference

5800: Professional/Consulting Services  
And Operating Expenditures

#### 2018-19

Budget  
Reference

#### 2019-20

Budget  
Reference

## Action **2**

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

#### Students to be Served

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

#### Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

#### Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☒ New    ☐ Modified    ☐ Unchanged

The board will develop a grant-writing focus to explore grants with local foundations and corporations.

**2018-19**

☐ New    ☐ Modified    ☐ Unchanged

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Budget  
Reference

5800: Professional/Consulting Services  
And Operating Expenditures

**2018-19**

Budget  
Reference

**2019-20**

Budget  
Reference

Action **3**

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

Students to be Served

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

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

<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

The board will continue to conduct outreach for the newly established MindSET Education Council to work with local middle school and civic partners to enhance dialogue on education best practices.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
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2018-19

Budget Reference	
------------------	--

2019-20

Budget Reference	
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# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☒ New                      ☐ Modified                      ☐ Unchanged

**Goal 9**

Continue to operate with a culture of performance, transparency, and accountability and to be a thought leader and operational leader on issues of board governance and leadership.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
monthly agenda items for discussion, annual reporting		We strive to continue to be a leader in board governance best practices to better enhance our efforts on student outcomes.		

### PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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



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

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New    ☐ Modified    ☐ Unchanged

The board will conduct monthly discussions at board meetings led by a consultant/facilitator to explore issues of transparency, accountability, and education on generative-board actions and engagement.

#### 2018-19

☐ New    ☐ Modified    ☐ Unchanged

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#### 2019-20

☐ New    ☐ Modified    ☐ Unchanged

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### [BUDGETED EXPENDITURES](#)

#### 2017-18

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
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#### 2018-19

Budget Reference	
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#### 2019-20

Budget Reference	
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## Action 2

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

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

**OR**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
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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

Board members will attend the annual University of San Diego Nonprofit Governance Symposium on Excellence in Board Governance to learn more about board governance best practices.

**2018-19**

☐ New    ☐ Modified    ☐ Unchanged

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Budget  
Reference

5000-5999: Services And Other  
Operating Expenditures

**2018-19**

Budget  
Reference

**2019-20**

Budget  
Reference

Action **3**

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

Students to be Served

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

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

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

<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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[ACTIONS/SERVICES](#)

**2017-18**

☒ New ☐ Modified ☐ Unchanged

The board will conduct an Ethics and Accountability Assessment (to be done annually) led by a consultant/facilitator.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

**2019-20**

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

Budget  
Reference

5800: Professional/Consulting Services  
And Operating Expenditures

**2018-19**

Budget  
Reference

**2019-20**

Budget  
Reference

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New

☐ Modified

☐ Unchanged

Goal 10

State and/or Local Priorities Addressed by this goal:

STATE

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

COE

☐ 9

☐ 10

LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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## PLANNED ACTIONS / SERVICES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$142,382

Percentage to Increase or Improve Services:

6.67%

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](#)).

# Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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/fq/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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- 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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	475,250.00	160,850.00	607,000.00	475,250.00	0.00	1,082,250.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	65,000.00	25,000.00	147,500.00	65,000.00	0.00	212,500.00
Special Education	215,000.00	0.00	227,500.00	215,000.00	0.00	442,500.00
Supplemental	195,250.00	135,850.00	232,000.00	195,250.00	0.00	427,250.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	475,250.00	160,850.00	607,000.00	475,250.00	0.00	1,082,250.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	1,000.00	600.00	1,000.00	1,000.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	288,000.00	25,000.00	381,000.00	288,000.00	0.00	669,000.00
2000-2999: Classified Personnel Salaries	160,000.00	110,000.00	190,000.00	160,000.00	0.00	350,000.00
4000-4999: Books And Supplies	4,000.00	3,000.00	12,750.00	4,000.00	0.00	16,750.00
5800: Professional/Consulting Services And Operating Expenditures	22,250.00	22,250.00	22,250.00	22,250.00	0.00	44,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	475,250.00	160,850.00	607,000.00	475,250.00	0.00	1,082,250.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	1,000.00	600.00	1,000.00	1,000.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	Base	65,000.00	25,000.00	147,500.00	65,000.00	0.00	212,500.00
1000-1999: Certificated Personnel Salaries	Special Education	215,000.00	0.00	227,500.00	215,000.00	0.00	442,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	8,000.00	0.00	6,000.00	8,000.00	0.00	14,000.00
2000-2999: Classified Personnel Salaries	Supplemental	160,000.00	110,000.00	190,000.00	160,000.00	0.00	350,000.00
4000-4999: Books And Supplies	Supplemental	4,000.00	3,000.00	12,750.00	4,000.00	0.00	16,750.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	22,250.00	22,250.00	22,250.00	22,250.00	0.00	44,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	7,000.00	4,000.00	0.00	11,000.00
Goal 2	333,250.00	305,000.00	0.00	638,250.00
Goal 3	141,000.00	141,000.00	0.00	282,000.00
Goal 4	22,250.00	22,250.00	0.00	44,500.00
Goal 5	70,000.00	0.00	0.00	70,000.00
Goal 6	32,500.00	2,000.00	0.00	34,500.00
Goal 7	1,000.00	1,000.00	0.00	2,000.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.