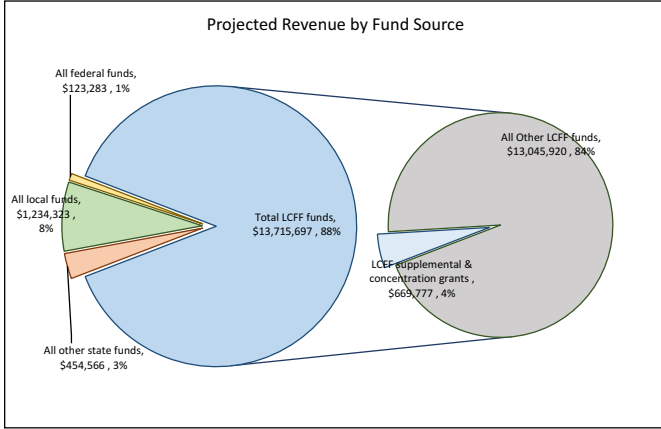


Local Educational Agency (LEA) Name: Santa Rosa Academy  
 CDS Code: 33 67116 0109943  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA contact information: Laura Badillo

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

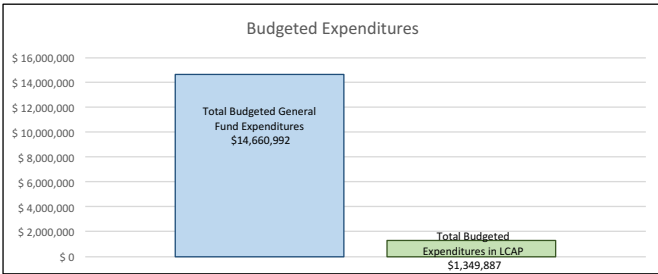
**Budget Overview for the 2019-20 LCAP Year**



This chart shows the total general purpose revenue Santa Rosa Academy expects to receive in the coming year from all sources.

The total revenue projected for Santa Rosa Academy is \$15,527,869.00, of which \$13,715,697.00 is Local Control Funding Formula (LCFF), \$454,566.00 is other state funds, \$1,234,323.00 is local funds, and \$123,283.00 is federal funds. Of the \$13,715,697.00 in LCFF Funds, \$669,777.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



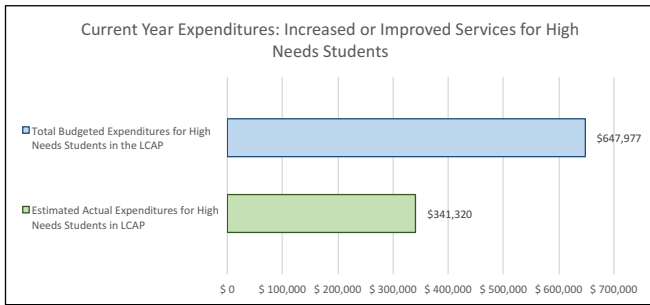
This chart provides a quick summary of how much Santa Rosa Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Rosa Academy plans to spend \$14,660,992.00 for the 2019-20 school year. Of that amount, \$1,349,887.00 is tied to actions/services in the LCAP and \$13,311,105.00 is not included in the LCAP. The Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Santa Rosa Academy is projecting it will receive \$669,777.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Santa Rosa Academy plans to spend \$427,736.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Current budgeted amounts are based on baseline projections of supports that will be provided as needed. If 2019 achievement data and other local assessment and behavioral data identifies an increased need for supporting high needs students, an increase in services through Safety Net and Response to Intervention will be utilized to address identified need.

### Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Santa Rosa Academy's LCAP budgeted \$647,977.00 for planned actions to increase or improve services for high needs students. Santa Rosa Academy estimates that it will actually spend \$341,320.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$306,657.00 had the following impact on Santa Rosa Academy's ability to increase or improve services for high needs students:

The difference in total budgeted expenditures for planned actions and services did not impact the actions and services and the overall increased or improved services for high needs students. All planned actions and services were provided for high needs students and material differences resulted from changes in staffing as well as a streamline of process to monitor the progress of high needs students.

# 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)

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

LEA Name

Contact Name and Title

Email and Phone

Santa Rosa Academy

Laura Badillo, Executive Director

[lbadillo@sra.mn](mailto:lbadillo@sra.mn)

951-672-2400

## 2017-20 Plan Summary

### The Story

Santa Rosa Academy is a public, independent charter school serving 1,558 students in grades TK-12. Established in 2005, Santa Rosa Academy provides a flexible and innovative learning environment with site based, home school, and combination programs to meet the individual needs of each student. Santa Rosa Academy is highly regarded for academic excellence and places an equal emphasis on character to effectively develop lifelong learners and productive citizens. Santa Rosa Academy offers STEM instruction for students in grades K-12 and provides students with opportunities to complete multiple CTE pathways.

Santa Rosa Academy's student population is comprised of 6.2% Students with Disabilities, 26.8% Socioeconomically Disadvantaged, 0.8% English Learners, and 0.1% Foster Youth.

Percent of total enrollment per student group are as follows:

- 4.4% African American
- 2.3% Asian
- 33.7% Hispanic or Latino
- 53.2% White
- 4.0% Two or More Races

### LCAP Highlights

#### **Goal 1: Achieve academic excellence in core content areas**

This goal was identified based on student performance on CAASPP and the California School Dashboard as well through formal and informal observation of students and teachers. Actions planned to address this need include ongoing personalized staff development with the utilization of instructional support/coaching and the continued implementation and adoption of standards aligned curriculum.

## Goal 2: Address personalized learner needs

This goal was identified based on student performance on CAASPP and the California School Dashboard as well as climate surveys of students, parents and staff. Actions planned to address this need include providing additional services in a multi-tiered system of supports and a continued effort to improve student sense of school connectedness and satisfaction with course offerings. Summer school and intervention will also be provided for students struggling in mathematics. Free and reduced priced meals have been added for qualifying students.

## Review of Performance

### Greatest Progress

Maintained Blue Dashboard performance rating for Graduation Rate (99.3%) and Increased 4.4 points in English Language Arts to obtain a Green Dashboard performance rating for all students (overall). Increased 7.3% in College/Career Indicator to obtain a Green Dashboard performance rating. Declined 0.4% in Suspension Rate to obtain a Green Dashboard performance rating.

### Greatest Needs

Greatest need remains in the area of Mathematics with a decline of 9.5 points on the 2018 Dashboard resulting in an Orange Dashboard performance rating. Students with Disabilities obtained a Red Dashboard performance rating and Hispanic, Socioeconomically Disadvantaged, and White student groups obtained an Orange Dashboard performance rating for this indicator. Goals 1 and 2 specifically target these needs with continued professional development for teachers and standards aligned curriculum in addition to individualized support services for struggling students for both academics and behavior.

### Performance Gaps

Academic Indicator – English Language Arts: All students – Green; African American Students – Orange  
College and Career Indicator: All students – Green; Hispanic Students – Orange  
Suspension Rate: All students – Green; Two or More Races and Socioeconomically Disadvantaged – Orange  
Goals 1 and 2 specifically target the needs of these student populations with continued professional development for teachers and standards aligned curriculum in addition to individualized support services for struggling students for both academics and behavior. Actions will also be taken to ensure that College and Career Indicator data is accurate for all student groups.

## Comprehensive Support and Improvement

### Schools Identified

Santa Rosa Academy was **not** identified for CSI.

**Support for Identified Schools**

N/A

**Monitoring and Evaluating Effectiveness**

N/A

# Annual Update

LCAP Year Reviewed: 2018-2019

## Goal 1

Achieve academic excellence in core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: One, two, four, eight  
Local Priorities: WASC Growth Area 1

## Annual Measurable Outcomes

Expected	Actual
Annual SARC Report Maintain 100% teachers appropriately assigned Maintain 100% access to instructional materials as new programs are adopted	Annual SARC Report Maintained 100% teachers appropriately assigned Maintained 100% access to instructional materials as new programs are adopted
Maintain full implementation and sustainability of ELA/ELD CA CCSS Full implementation and sustainability of Math CCSS Full implementation of NGSS Initial implementation of HSS Full implementation of CTE Full implementation of Identifying the professional learning needs of individual teachers. Initial Implementation for providing support for teachers on the standards they have not yet mastered.	Maintained full implementation and sustainability of ELA/ELD CA CCSS Full implementation and sustainability of Math CCSS Full implementation of NGSS Initial implementation of HSS Full implementation of CTE Full implementation of Identifying the professional learning needs of individual teachers. Initial Implementation for providing support for teachers on the standards they have not yet mastered.
Increase 2% or more standard met/exceeded on SBS Math	Decreased 2% standard met/exceeded on SBS Math

Expected	Actual
Increase 2% or more standard met/exceeded on SBS ELA	Increased 2% standard met/exceeded on SBS ELA
Academic Indicator - Math All students Green (Increase by 3+) SED Yellow (Increase by 3+) SWD Yellow (Increase by 3+) African American Yellow (Increase by 3+) Hispanic Green (Increase by 5+) White Yellow (Increase by 3+)	Academic Indicator - Math All students Orange (Declined by 9.5) SED Orange SWD Red African American Yellow Hispanic Orange White Orange
Academic Indicator - ELA All students Green (Increase by 3+) SED Green (Increase by 3+) SWD Yellow (Increase by 3+) African American Yellow (Increase by 3+) Hispanic Green (Increase by 3+) White Green (Increase by 3+)	Academic Indicator – ELA All students Green (Increased by 4.4) SED Green SWD Yellow African American Orange Hispanic Green White Green
College/Career Indicator - Obtain Blue or Green Performance Level	College/Career Indicator - Obtained Green Performance Level

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.	A) Provided ongoing content specific staff development with a mathematics emphasis on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening	A) \$85,000 B) \$12,000 C) \$8,000 D) \$15,000 E) \$35,000	A) \$45,598 B) \$34,823 C) \$0 D) \$4,310 E) \$17,412

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B) Provide coaching and instructional support for K-5 ELA and Math and 6-12 Math C) Provide publisher trainings for newly adopted curriculum. D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need. E) Provide separate induction for teachers with preliminary credentials in K-5 and 6-8. F) Provide lead support for Educational Advisors for K-8 and 9-12.	understanding of expectations of state standards and frameworks. B) Provided coaching and instructional support for K-5 ELA and Math and 6-12 Math C) Provided publisher trainings for newly adopted curriculum. D) Provided training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need. E) Provided separate induction for teachers with preliminary credentials and CTE in K-5 and 6-12. F) Provided lead support for Educational Advisors for K-8 and 9-12.	F) \$24,000	F) \$69,862

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adoption/Purchase of standards aligned curriculum and required resources for core content areas A) Project Lead the Way B) K-12 History/Social Science C) K-12 Science (Pilot)/4-5 Subscription D) Digital Subscriptions for Supplemental Resources	Adopted/Purchased standards aligned curriculum and required resources for core content areas A) Project Lead the Way B) K-12 History/Social Science C) K-12 Science (Pilot)/4-5 Subscription D) Digital Subscriptions for Supplemental Resources	A) \$40,000 B) \$100,000 C) \$2,000 D) \$20,000	A) \$41,551 B) \$231,516 C) \$3,675 D) \$17,531



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Subscription for Data and Assessment Program B) Common assessment development for HSS and refinement of Math and ELA	A) Subscription for Data and Assessment Program B) Common assessment development for HSS and refinement of Math and ELA	A) \$10,000 B) \$10,000	A) \$10,661 B) \$21,186

### Analysis

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

Ongoing content specific staff development with a mathematics focus was provided during monthly professional development days. In addition, instructional support was provided to teachers in grades K-5 and 6-12. Grade span lead teachers attended the California Mathematics Council's conference in Palm Springs and assisted in the development and delivery of mathematics focused in-service. Collaboration meetings for all levels were facilitated by instructional support providers and grade span lead teachers with an emphasis on mathematics instruction. Additionally, teachers attended summer training and release days during the school year to deepen understanding of state frameworks and standards and to revise yearlong pacing and common assessments.

Publisher trainings were provided for newly adopted curriculum –*Impact*, McGraw Hill (Grade K-5) and *History Social Science for California* Houghton Mifflin Harcourt in August before the school year began.

Teachers were sent to a variety of conferences such as the Council of Mathematics Conference, a variety of NGSS State Rollouts/County Office trainings, and participation in the CTE Leadership Network.

Induction was provided for teachers with preliminary credentials including CTE teachers.

Two staff members have served as Red Track Lead Teachers by providing support and guidance to independent study educational advisors and communicating needs of independent study students to school leadership.

Materials and Curricula were provided for the implementation of Project Lead the Way, K-12.

*Impact*, McGraw Hill (Grade K-8) and *History Social Science for California*, Houghton Mifflin Harcourt were adopted for History/Social Science.

*Mosa Mack* subscription and lab materials were purchased for 6-8 Science teachers and the NGSS adoption process began with the Curriculum Coordinator's attendance at the County Office's publisher's fair and the review of option samples.

Digital Subscriptions were renewed such as IXL, Turnitin.com, Learning A-Z, Vocabulary.com, and BrainPop for teacher use in instruction and intervention.

An annual subscription was renewed for iO Assessment to provide teachers with a data and assessment program. The Curriculum and Assessment Coordinator provided support as teachers utilized the program to analyze assessment data to inform instruction and best practices.

The Curriculum and Assessment Coordinator continued to refine common assessments for grades 2-8 ELA and 2-8 Mathematics. The HS History teachers developed common assessments during monthly staff development meetings and in collaboration meetings.

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

Actions and services related to professional development have been highly effective to achieve this goal. Professional development has been tailored to meet the specific needs of each content area/grade level. During collaboration meetings, the regular review of assessment data to measure growth has been used to guide instructional practices including re-teaching, intervention, tutoring, as well as altering curriculum to meet students' needs. Improved achievement has been evidenced by student performance on local assessment and other means of formative assessment shared during collaboration meetings. Identified Induction teachers received weekly support from a mentor teacher on classroom management and instructional skills and they indicate that ongoing mentoring support has increased their teaching practices and improved their ability to create lesson plans that are targeted to meet students' needs. In addition to teachers with preliminary credentials, new CTE teachers have also been provided with additional mentoring. Mentor teachers have allocated over 75 hours per quarter on "just in time" mentoring support. Red Track Lead support has been effective as student enrollment has remained consistent and parents have indicated a high level of satisfaction with individual homeschool teacher support.

Actions and services related to curriculum have been moderately effective in meeting this goal. Digital subscriptions have addressed the individual needs of students and their learning gaps. Curriculum for History/Social Science has been implemented for K-5 and 9-12 which allows teachers to meet the needs of the literacy standards for History/Social Science. Middle school History/Social Science teachers have conducted a successful pilot for 6-8 history and have selected *Impact*, McGraw Hill for adoption.

The NGSS adoption/pilot will not occur until the 2019-2020 school year because materials were not made available until the end of the 2018-2019 school year.

Project Lead the Way curriculum has enabled students on all tracks to refine knowledge and skills related to NGSS. Mosa Mack science curriculum has not been effective in meeting the requirements of NGSS and will no longer be utilized as teachers begin the review/pilot process.

Actions and services related to data and assessment have been highly effective. Our data and assessment program, iO Assessment, has been highly effective in assisting teachers in measuring student progress toward standards mastery. Grades 1-8 are now utilizing the program to administer common assessments for mathematics and English language arts. Teachers have successfully utilized the program to generate reports and inform discussion at collaboration meetings. The program has been successful in providing administration with summary data to monitor the progress of teachers and to designate instructional support services. Students have benefited from the ability to practice with technology enhanced items and have been able to receive immediate feedback on

progress. Parents have had access to students' scores and teachers have been able to successfully utilize the program to identify gaps in learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.A: Ongoing staff development was provided by Santa Rosa Staff instead of outside organizations resulting in a lower amount than budgeted.  
Action 1.B: Identified area of need in mathematics required additional instructional support resulting in a higher amount than budgeted.  
Action 1.C: Curriculum Coordinator negotiated gratis implementation training from publishers with adoption of curriculum.  
Action 1.D: Less staff were assigned to new content areas and grade levels and many trainings were provided by the County Office and other organizations for free or at a reduced cost which resulted in a lower amount than budgeted.  
Action 1.E: Less staff required induction than past years resulting in a lower amount than budgeted.  
Action 2.B: Adoption was completed for all levels (K-12) resulting in a higher amount than budgeted.  
Action 3.B: Previously created assessments required continued refinement resulting in a higher amount than budgeted.

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.

As a result of this analysis, a K-12 adoption/pilot process will occur in the 2019-20 school year to meet the requirements of the Next Generation Science Standards.  
Continued refinement of common assessments will occur for English Language Arts and Mathematics as teachers continue to deepen understanding of the expectations of state standards.  
Common Assessments will be developed for newly adopted History/Social Science curriculum to assess the literacy standards.

## Goal 2

Address personalized learner needs to develop skills necessary to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Two, four, five, six, seven  
 Local Priorities: WASC Growth Area 2

## Annual Measurable Outcomes

Expected	Actual
EL Performance on ELPAC: Reclassify 50% 0% At risk - LTEL	EL Performance on ELPAC: Reclassified 60% 1 At Risk LTEL
Chronic Absenteeism Indicator: Maintain Blue or Green Performance Level	Chronic Absenteeism Indicator: Green Performance Level
Graduation Rate Indicator: Maintain Blue or Green Performance Level for all student groups	Graduation Rate Indicator: Maintained Blue Performance Level for all student groups
Drop Out Rate: Maintain 0%	Drop Out Rate: Maintained 0%
Maintained 97% Attendance Rate	Maintained Attendance Rate
Suspension Rate Indicator: Yellow Performance Level for All Students (Maintain or decline by 0.3%+)	Suspension Rate Indicator: Green Performance Level for All students
Expulsion Rate: 0 students	Expulsion Rate: 1 student
Climate Surveys of Pupils and Parents: Maintain parent satisfaction Increase HS connectedness by 5% Increase HS excitement by 10% Increase HS satisfaction with course offerings by 5% Maintain HS satisfaction with college/career preparedness	Climate Surveys of Pupils and Parents: Increased Parent Satisfaction to 99.5% Increased HS connectedness by 1% Maintained HS excitement Decreased HS satisfaction with course offerings by 6% Decreased HS Satisfaction with college/career preparedness by 6%
Maintain two community internships per high school academy per semester	Exceeded goal of two community internships in all high school academies per semester

Expected	Actual
College and Career Indicator: Obtain Blue or Green Performance Level	College and Career Indicator: Obtained Green Performance Level
Academic Indicator – Math: All students Green (Increase by 3+) SED Yellow (Increase by 3+) SWD Yellow (Increase by 3+) African American Yellow (Increase by 3+) Hispanic Green (Increase by 5+) White Yellow (Increase by 3+)	Academic Indicator – Math: All students Orange (Declined by 9.5) SED Orange SWD Red African American Yellow Hispanic Orange White Orange
Academic Indicator - ELA All students Green (Increase by 3+) SED Green (Increase by 3+) SWD Yellow (Increase by 3+) African American Yellow (Increase by 3+) Hispanic Green (Increase by 3+) White Green (Increase by 3+)	Academic Indicator - ELA All students Green (Increased by 4.4) SED Green SWD Yellow African American Orange Hispanic Green W Green

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional services and Response to Intervention A) Occupational therapist services B) Behavioral support materials C) Supplemental Intervention Materials D) Expansion of Peer Tutoring Program	Provided additional services and Response to Intervention A) Occupational therapist services B) Behavioral support materials C) Supplemental Intervention Materials D) Expansion of Peer Tutoring Program	A) \$10,000 B) \$350 C) \$400 D) \$1,500 E) \$285,000 F) \$210,000 G) \$13,800 H) \$30,000	A) \$1,204 B) \$25 C) \$233 D) \$570 E) \$88,314 F) \$156,273 G) \$15,511 H) \$30,428

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl F) Mandatory Teacher-led After School Tutoring K-12 G) Provide school nurse to monitor health needs H) Provide speech/language services, OT services, and school nurse services for SpEd students.	E) Monitored students through Safety Net and SST process and provided academic and behavioral services for Rtl F) Mandatory Teacher-led After School Tutoring K-12 G) Provided school nurse to monitor health needs H) Provided speech/language services, OT services, and school nurse services for SpEd students.		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate Character and Social Skill Development A) Character Education Staff Certification Program B) Monthly Character Lessons C) Monthly Character Awards D) Provide access to counselor E) Social Skills Classes	Facilitated Character and Social Skill Development A) Character Education Staff Certification Program Pilot B) Monthly Character Lessons C) Monthly Character Awards D) Provided access to counselor E) Social Skills Classes	A) \$5,000 B) \$500 C) \$1,000 D) \$15,000 E) \$7,000	A) \$100 B) \$12 C) \$125 D) \$36,059 E) \$21,351

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for EL students A) Provide designated ELD	Provided support for EL students A) Provided designated ELD	A) \$10,000 B) \$1,500	A) \$17,343 B) \$200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B) Provide training for ELD teacher	B) Provided training for ELPAC Test Administrator		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Improve student sense of school connectedness</p> <p>A) Facilitate student led spirit building activities</p> <p>B) Facilitate “One Campus, One Cause” Initiative updated annually based on cause relevant to current events and the community</p>	<p>Improved student sense of school connectedness</p> <p>A) Facilitated student led spirit building activities</p> <p>B) Facilitated “One Campus, One Cause” Initiative updated annually based on cause relevant to current events and the community</p>	<p>A) \$12,000</p> <p>B) \$2,000</p>	<p>A) \$15,367</p> <p>B) \$1,514</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Prepare students for college and lifelong learning:</p> <p>A) Offer workshops related to life skills</p> <p>B) Coordinate School-wide College and Career Fair</p> <p>C) Provide Strong Interest Survey to all 10<sup>th</sup> Graders</p> <p>D) Continue to offer free PSAT to all 10<sup>th</sup> graders</p> <p>E) Designate community liaison to cultivate community relationships</p>	<p>Prepared students for college and lifelong learning:</p> <p>A) Offered workshops related to life skills</p> <p>B) Coordinated School-wide College and Career Fair</p> <p>C) Provided Strong Interest Survey to all 10<sup>th</sup> Graders</p> <p>D) Continued to offer free PSAT to all 10<sup>th</sup> graders and offered to 9<sup>th</sup> graders</p>	<p>A) \$5,000</p> <p>B) \$1,500</p> <p>C) \$2,000</p> <p>D) \$4,000</p> <p>E) \$16,000</p>	<p>A) \$66</p> <p>B) \$1,711</p> <p>C) \$2,603</p> <p>D) \$3,188</p> <p>E) \$14,733</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
for volunteer and internship opportunities	E) Designated community liaison to cultivate community relationships for volunteer and internship opportunities		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional access to broad course of study and CTE offerings: A) Increase High School IS Electives C) Purchase Public Safety Curriculum D) Purchase materials needed for instruction within the greenhouse for Horticulture Pathway E) Purchase tablets for implementation/pilot of student developed school safety and management application	Provided additional access to broad course of study and CTE offerings: A) Increased High School IS Electives C) Purchased Public Safety Curriculum D) Purchased materials needed for instruction within the greenhouse for Horticulture Pathway E) Obtained rights to school safety and management application from students.	A) \$50,000 C) \$18,000 D) \$2,500 E) \$4,500	A) \$11,372 C) \$4,477 D) \$1,415 E) \$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.

Safety Net/SST/Rtl, School Nurse, speech/language, school nurse, counselor, ELD, and community liaison services were continuously provided. Occupational therapist resigned in February of 2019 but a contract was made with an outside Occupational Therapist to



provide continued supports off site at a sensory gym.

Supplemental intervention materials to support math and reading intervention programs were utilized by Special Education and RTI staff during and after school.

An additional day of peer tutoring was made available by High School CSF members.

Teachers continued to offer mandatory tutoring and attendance was tracked in a shared Google Doc.

Character Education Staff Development certification program was piloted and determined to be insufficient. Other options are being investigated.

Character Lessons were continuously provided in alignment with the monthly schoolwide character trait and monthly character assemblies were provided to recognize exemplary students with certificates, prizes, and lunch with the principal.

Training was provided for the ELPAC coordinator teacher through Sacramento County Office of Education.

Student led spirit building activities were facilitated by the High School Leadership students with pep rallies, dances, Fun Fridays, and a school-wide pep rally.

The “One Campus, One Cause” Initiative focused on cyber civics and the formation of a “Wait Until 8<sup>th</sup> Initiative” support group.

Five life skills workshops were offered on topics chosen by high school seniors: managing finances; vehicle maintenance; apartment hunting; prioritizing and organizing; grocery shopping and basic cooking.

Our Academic Counselor coordinated a school-wide college and career fair and increased to twenty-seven vendors. Academic counselor also sponsored a college tour.

The Strong Inventory and the PSAT was provided for all 10<sup>th</sup> graders and the PSAT was provided for 9<sup>th</sup> graders in March.

High School IS elective offerings were expanded with the addition of Introduction to Criminal Justice and Criminal Law (both CTE pathway courses)

The CTE Horticulture Green House’s construction was completed and materials were purchased to begin utilization.

Legal rights to the student created School Safety App has been secured and will continue to be developed and implemented in the 2019-20 school year.

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

Actions and services provided for MTSS were moderately Effective:

Special Education students demonstrated slight improvement on local common assessments and students have demonstrated progress by meeting IEP goals at annual and triennial meetings. Struggling students have demonstrated progress by meeting smart goals at their follow up SST meetings and teacher reports at follow up Safety Net meetings indicate student improvement with the implementation of strategies. Because of the actions and services related to this goal, there has been an increase in student performance to C- or above. There has also been an increase in student attendance at school with the development of IHP’s to support health needs.

Actions and services provided for character education were highly effective. Monthly character assemblies, staff utilization of the Weekly Habits for Success to teach and reinforce character lessons has been effective in supporting the character development of our students. Visitors and Internship partners have noted how respectful our students are when they have interaction and our suspension

rate decreased resulting in a Dashboard performance color of green. Over 100 students participated in the Great Kindness Challenge and documented their acts to be submitted to school administration.

Actions and services related to providing students with behavioral and mental health supports were highly effective. Students have provided positive feedback about strategies learned during meetings with mental health counselor and teacher feedback about student performance in the classroom has also been positive. Students have had a reduced frequency of absences resulting in the green Dashboard performance rating for Chronic Absenteeism. Social Skills Classes offered to identified students have demonstrated improvement in social skills in a small group setting as observed by mental health counselor. Fewer disciplinary issues reported on the playground during breaks. Middle School students report greater feeling of support and inclusiveness having a teacher mentor to meet with 1x/week and the group (mentor/Mentee) 1x/month.

Actions and services related to providing support for English Learners has been highly successful with over 60% of students reclassified with the first administration of the Summative English Language Proficiency Assessment of California (ELPAC). Only one student is still identified as a Long Term English Learner.

Actions and services related to increasing school connectedness have been moderately effective. High School Leadership Team received positive feedback on most recent pep rally. Leadership held a free Fall Festival open to all students and a whole-school Ranger Rally occurred on April 12<sup>th</sup>. A Cyber Civics curriculum was piloted in March for grades 6-8 with full implementation scheduled for the 2019/20 school year. Teachers have given positive feedback on the curriculum as well as the discussion that students have had during the lessons.

Actions and services related to college and career readiness have been highly effective as evidenced by our Green performance rating for the College and Career Indicator. 5 Life Skills workshops have been attended by seniors. Students and parents report that transition planning in IEP's beginning at age 15 helps students plan and focus on college and career. Follow up information from students that graduated a year ago indicates students enrolled in technical schools, colleges, and universities. Special Education PIR review indicator is currently "Met" in this category. The College and Career Fair was very well attended. Students were very happy with the presentations and topics. Academy students heard presentations from professionals in that field. Strong Interest Survey was effective as 100 students chose to complete the survey and obtain results (24 did not finish). More than 60 seniors are involved with volunteer or Internship opportunities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.A: On-site occupational therapist retired midyear and services were contracted resulting in a lower amount than budgeted.
- 1.E: Safety Net and SST process has been streamlined resulting in less personnel hours required resulting in a lower amount than budgeted.
- 2.A: Character Education Staff Development was piloted and deemed unsatisfactory resulting in a lower amount than budgeted.
- 2.D: Access to counselor was increased resulting in a higher amount than budgeted.

- 2.E: Social skills classes were expanded to include one on one sessions with counselor resulting in a higher amount than budgeted.
- 3.A: Increased number of EL students requiring services resulting in a higher amount than budgeted.
- 5.A: Life Skills Workshops were provided by vendors who donated their time and materials resulting in a lower amount than budgeted.
- 6.E: Purchase of tablets has been postponed to the 2019-20 school year

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

To address the need identified by the Academic Indicator for Mathematics, additional assistance will be provided for students who are struggling in high school level mathematics with the addition of a summer school program. This addition can be found in Goal 2 Action 1.I.

Additionally, in the 2019-2020 school year, math intervention will be offered during the school day to students identified as low performing. This addition can be found in Goal 2 Action 1.J.

To address the needs of students identified as socioeconomically disadvantaged, free and reduced priced meals will be offered in the 2019-20 school year. This addition can be found in Goal 2 Action 1.K.

To improve students sense of connectedness, a transition liaison will assist students with the transition from 5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade. This addition can be found in Goal 2 Action 4.C.

To increase college and career readiness, two college tours will be facilitated by the high school academic counselor. This addition can be found in Goal 2 Action 5. F.

Goal 2 Action 6.D. has been completed and will be removed.

## Goal 3

Facilitate stakeholder involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Five

Local Priorities: WASC Growth Area 3

## Annual Measurable Outcomes

Expected	Actual
Board Self Evaluation: Grade of 80% or higher	Board Self Evaluation: Met goal of 80% or higher
Family Survey: Decrease number of respondents that feel the school provides little information about involvement opportunities by 5% Increase the number of respondents using Remind.com by 5% Decrease the number of respondents that feel the website is not beneficial for finding information by 5%	Family Survey: Maintained the number of respondents that feel the school provides little information about involvement opportunities Increased the number of respondents not using Remind.com by 5% Decreased the number of respondents that feel the website is not beneficial for finding information by 5%

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide annual school board training	Provided annual school board training	\$500	\$1,264

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase stakeholder awareness and involvement in school events: A) STEM Expo B) Website development and maintenance C) Design website to be mobile friendly D) Offer parent teas three times a year	Increased stakeholder awareness and involvement in school events: A) STEM Expo B) Website development and maintenance C) Designed website to be mobile friendly D) Offered parent teas three times a year	A) \$500 B) \$10,000 C) \$1,500 D) \$500	A) \$501 B) \$12,712 C) \$2,017 D) \$2,771

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for home school parents A) Offer Parent Workshops for instructional strategies and curriculum; provide coordinator services B) Parent Institute informational materials C) Offer parenting workshops for parents of incoming TK-K students	Provided support for home school parents A) Offered Parent Workshops for instructional strategies and curriculum; provide coordinator services B) Parent Institute informational materials C) Offer parenting workshops for parents of incoming TK-K students	A) \$25,000 B) \$250 C) \$500	A) \$17,699 B) \$0 C) \$1,568

### 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 annual school board training was conducted by Hansberger and Klein.

The STEM Expo was held on February 14<sup>th</sup> and members of the community as well as a large number of parents were in attendance as the event was advertised on various websites, social media and news organizations.

Technology staff participated in training to learn how to improve website. The website was further developed to streamline features and make the most important information readily available. A mobile friendly version continues to be developed by the Communications Coordinator.

Three Parent Teas were held by the Executive Director and were well attended. As a result, two Parent Support Group meetings have been held to address needs identified by parents in attendance.

Trainings on various topics such as Step Up to Writing and creative writing instruction, Go Math! Instructional strategies, K-2 phonics, hands on science and Tips and Tools strategies, Wonders Curriculum Training, and the Growth Mindset were provided for parents

during the Homegrown Learning Fair at the beginning of the school year. Additional trainings on various topics were offered to parents throughout the school year. Parents also scheduled individual meetings with the curriculum coordinator and the instructional support provider for assistance with various topics related to homeschooling.

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

The annual school board training was highly effective in ensuring that members of the board understand the Brown Act and comply with all requirements as evidenced by board self-evaluation and participation in meetings.

The STEM Expo was highly effective in showcasing the school's STEM programs as evidenced by the large number of visitors that attended the event.

Website updates have been effective as evidenced by parent responses on the Family Survey. The use of a responsive template changes how the website is displayed on a mobile device and additional work is needed to ensure that all pages of the website are adaptive in this manner.

Parent workshops for incoming TK/K parents have been successful as evidenced by participation with over 60 attendees.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.A Workshops were conducted by Educational Advisors resulting in a lower amount than budgeted.

3.C Materials and additional planning time resulted in a higher amount than budgeted.

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.

There have been no changes made to this goal, expected outcomes, metrics, or actions and services.

## Goal 4

Provide clean and safe facilities that create a flexible and innovative learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: One

Local Priorities: N/A

## Annual Measurable Outcomes

Expected

Actual

Maintain systems and overall rating on FIT

Maintained systems and overall rating on FIT

Maintain minimal findings in threat assessment

Maintained minimal findings in threat assessment

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide needed repairs and services: A) Repair and paint stucco B) Repair cracked sidewalk C) Install office wall/gate for added security D) Provide patio covers for Student Services/Counseling Office, Engineering classroom, and staff lounge	Provide needed repairs and services: A) Repair and paint stucco B) Repair cracked sidewalk C) Install office wall/gate for added security D) Provide patio covers for Student Services/Counseling Office, Engineering classroom, and staff lounge	A) \$5,000 B) \$4,000 C) \$12,500 D) \$5,000	A) \$8,500 B) \$378 C) \$14,940 D) \$7,000

## Analysis

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

Through the coordination of the Facilities Director and the Executive Director, contractors and facilities staff began working on repairing cracks and painting stucco, installing patio covers for needed areas, and repairing sidewalk panels. An architect has been tasked with designing the office wall/gate for added security in the front office. The project will be completed before the 2019-20 school year begins.

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

Actions and services related to providing a clean and safe environment have been effective resulting in an excellent rating on Facilities Inspection Tool.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were identified between budgeted 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.

No changes have been made to this goal, expected outcomes, metrics, or actions and services.



# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

The Leadership Team, which consists of the Executive Director, Administration, the Special Education Liaison, the Academic Counselor, and the Curriculum and Assessment Coordinator, consulted all stakeholders. Board members (which include both parents and community members) and parents were updated on LCAP progress at regularly scheduled board meetings. Parents were consulted through a family survey along with the consultation of the Advisory Council, Booster Club, and attendees at Parent Teas with the Executive Director. Students were consulted through a student survey. Teachers were consulted through participation on the Advisory Council. Community members were consulted through MSJC planning and articulation meetings and through the partnership with the City of Menifee. The WASC visiting committee's mid-cycle report was also taken into consideration.

## Impact on LCAP and Annual Update

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

These consultations provided data to measure progress toward achieving LCAP goals and in the refinement LCAP for the upcoming year. The consultation of students, parents, staff, and community members impacted the specific actions and services that will be offered in the upcoming year to meet the goals, specifically in improving the climate of our school and the academic performance of our students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

## Goal 1

Achieve academic excellence in core content areas.

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

State Priorities: One, two, four, eight  
Local Priorities: WASC Growth Area 1

### Identified Need:

Student performance on the statewide summative assessments (CAASPP) and subsequent rating on the California Schools Dashboard, teacher survey data, formal and informal observations, and CDE Self Reflection Tool indicate the need for continued professional development in California State Standards instruction and the adoption of curriculum aligned to newly adopted standards.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Annual SARC Report</b>	98.8% Teachers appropriately assigned 100% Access to Instructional Materials	100% teachers appropriately assigned Maintain 100% access to instructional materials as new programs are adopted	Maintain 100% teachers appropriately assigned Maintain 100% access to instructional materials as new programs are adopted	Maintain 100% teachers appropriately assigned Maintain 100% access to instructional materials as new programs are adopted

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>CDE Self-Reflection Tool</b>	<p><i>Full implementation of ELA/ELD CA CCSS</i></p> <p><i>Initial Implementation of Math CA CCSS</i></p> <p><i>Beginning Development of NGSS</i></p> <p><i>Exploration and Research Phase of HSS</i></p> <p><i>Beginning Development of CTE</i></p> <p><i>Beginning Development of Identifying the professional learning needs of individual teachers.</i></p> <p><i>Exploration and Research Phase for providing support for teachers on the standards they have not yet mastered.</i></p>	<p>Full implementation and sustainability of ELA/ELD CA CCSS</p> <p>Full implementation of Math CCSS</p> <p>Initial implementation of NGSS</p> <p>Beginning Development of HSS</p> <p>Initial Implementation of CTE</p> <p>Initial Implementation of Identifying the professional learning needs of individual teachers.</p> <p>Beginning Development for providing support for teachers on the standards they have not yet mastered.</p>	<p>Maintain full implementation and sustainability of ELA/ELD CA CCSS</p> <p>Full implementation and sustainability of Math CCSS</p> <p>Full implementation of NGSS</p> <p>Initial implementation of HSS</p> <p>Full implementation of CTE</p> <p>Full implementation of Identifying the professional learning needs of individual teachers.</p> <p>Initial Implementation for providing support for teachers on the standards they have not yet mastered.</p>	<p>[Maintain full implementation and sustainability of ELA/ELD CA CCSS</p> <p>Full implementation and sustainability of Math CCSS</p> <p>Full implementation and sustainability of NGSS</p> <p>Full implementation of HSS</p> <p>Full implementation and sustainability of CTE</p> <p>Full Implementation and sustainability of Identifying the professional learning needs of individual teachers.</p> <p>Full Implementation for providing support for teachers on the standards they have not yet mastered.</p>
<b>SBS Math % Standard Met/Exceeded</b>	38% – All grades (2016)	40.66% - All grades (2017)	38.07% - All grades (2018)	Increase 2% or more
<b>SBS ELA % Standard Met/Exceeded</b>	59% – All grades (2016)	58% - All grades (2017)	60% - All grades (2018)	Increase 2% or more
<b>Academic Indicator:</b>	All Students Yellow (18.6 below +3)	All students Yellow (Maintained)	All students Orange (Declined by 9.5)	All students Yellow (Increase by 3+)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Math 3-8</b>	SED Orange (36.1 below -6.7) SWD Yellow (57.4 below +10.5) AA Yellow (55.4 below +7) HIS Orange (36.6 below -2.3) W Green (7.3 below +6.3)	SED Orange (Maintained) SWD Orange (Declined Significantly) AA Orange (Declined Significantly) HIS Yellow (Increased 6.6) W Yellow (Declined 4.4)	SED Orange (Declined by 13.6) SWD Red (Declined by 8.4) African American Yellow (Increased by 10.5) Hispanic Orange (Decreased by 12.2) White Orange (Decreased by 11.9)	SED Yellow (Increase by 3+) SWD Orange (Increase by 15+) African American Green (Increase by 3+) Hispanic Yellow (Increase by 3+) White Yellow (Increase by 3+)
<b>Academic Indicator: ELA 3-8</b>	All Students Green (6.4 above + 22.6) SED Green (3.7 below +18.7) SWD Yellow (45.3 below +22.3) AA Yellow (6.6 below +24.8) HIS Yellow (6.3 below +20.4) W Blue (12.5 above +22.4)	All students Yellow (Maintained) SED Yellow (Maintained) SWD Orange (Declined 11.7) AA Orange (Declined 4.1) HIS Green (Increased 5.2) W Green (Maintained)	All students Green (Increased by 4.4) SED Green (Increased by 9.4) SWD Yellow (Increased by 3.7) African American Orange (Decreased by 4) Hispanic Green (Increased by 9.2) White Green (Maintained 0.2)	All students Green (Maintain or increase) SED Green (Maintain or Increase) SWD Green (Increase by 3+) African American Yellow (Increase by 3+) Hispanic Green (Maintain or Increase) White Green (Maintain or increase)
<b>College/Career Indicator</b>	51 points above level 3 ELA +9 points 71.4 points below level 3 Math -43.7 points More data available in Fall 2017	Color not available until Fall 2018 Status: Medium: 48.6%	Obtained Green Performance Level	Maintain Green 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:**

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

All

**Location(s):**

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

All

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.
- B) Designate HS Math Lead to facilitate collaboration and professional development.
- C) Provide publisher trainings for newly adopted curriculum.
- D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.
- E) Provide induction for teachers with preliminary credentials.

**2018-19 Actions/Services**

- A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.
- B) Provide coaching and instructional support for K-5 ELA and Math and 6-12 Math
- C) Provide publisher trainings for newly adopted curriculum.
- D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.

**2019-20 Actions/Services**

- A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.
- B) Provide coaching and instructional support for K-12
- C) Provide publisher trainings for newly adopted curriculum.
- D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.
- E) Provide induction for teachers with preliminary credentials.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

E) Provide separate induction for teachers with preliminary credentials in K-5 and 6-8.  
F) Provide lead support for Educational Advisors for K-8 and 9-12.

F) Provide lead support for Educational Advisors for K-8 and 9-12.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A) \$85,000 B) \$12,000 C) \$8,000 D) \$15,000 E) \$35,000	A) \$85,000 B) \$12,000 C) \$8,000 D) \$15,000 E) \$35,000 F) \$24,000	A) \$54,424 B) \$45,010 C) \$8,000 D) \$15,000 E) \$19,870 F) \$70,162
Source	GF	GF	GF
Budget Reference	UF	UF	UF

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Adoption/Purchase of standards aligned curriculum and required resources for core content areas

- A) Project Lead the Way
- B) K-5 English Language Arts
- C) 6-8 Science
- D) Digital Subscriptions for Supplemental Resources

2018-19 Actions/Services

Adoption/Purchase of standards aligned curriculum and required resources for core content areas

- A) Project Lead the Way
- B) K-12 History/Social Science
- C) K-12 Science (Pilot)/4-5 Subscription
- D) Digital Subscriptions for Supplemental Resources

2019-20 Actions/Services

Adoption/Purchase of standards aligned curriculum and required resources for core content areas

- A) Project Lead the Way
- C) K-12 Science including Environmental Literacy
- D) Digital Subscriptions for Supplemental Resources

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>A) \$40,000</li> <li>B) \$120,000</li> <li>C) \$1,500</li> <li>D) \$15,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$40,000</li> <li>B) \$100,000</li> <li>C) \$2,000</li> <li>D) \$20,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$40,000</li> <li>B) \$250,000</li> <li>C) \$10,000</li> </ul>
Source	GF	GF	GF
Budget Reference	UF	UF	UF

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

All

All

**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18Select from New, Modified, or Unchanged  
for 2018-19Select from New, Modified, or Unchanged  
for 2019-20

Modified

Modified

Modified

**2017-18 Actions/Services**

- A) Subscription for Data and Assessment Program
- B) Common assessment development for Math and ELA

**2018-19 Actions/Services**

- A) Subscription for Data and Assessment Program
- B) Common assessment development for HSS and refinement of Math and ELA

**2019-20 Actions/Services**

- A) Subscription for Data and Assessment Program
- B) Common assessment development for HSS and continued refinement of Math and ELA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A) \$10,000 B) \$10,000	A) \$10,000 B) \$10,000	A) \$10,000 B) \$24,552
Source	GF	GF	GF
Budget Reference	UF	UF	UF



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

Unchanged Goal

## Goal 2

Address personalized learner needs to develop skills necessary to be college and career ready.

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

State Priorities: Two, four, five, six, seven

Local Priorities: WASC Growth Area 2

### Identified Need:

2 out of 6 designated EL students have been designated as at risk of becoming a life-long English learner.

Student and parent climate surveys revealed a desire for an increase in school connectedness and character/social skills development activities.

Statewide Assessment (SBS for Math and ELA) results show a need to address specific deficiencies related to unduplicated pupils and individuals with exceptional needs.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>EL performance on language assessment/Reclassification Rate</b>	6 students designated as EL 2 students designated as at risk of LTEL	Language Assessment Performance and Reclassification Rate data available Fall 2018	Reclassified 60% 1 At risk - LTEL	Reclassify 50% 0% At risk - LTEL

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Chronic Absence Indicator</b>	Available in Fall 2017	Color available Fall 2018 Status 5.6%	Maintained Green Performance Level	Maintain Blue or Green Performance Level
<b>Graduation Rate Indicator</b>	Blue Performance Level for All Students including SED	Maintained Blue Performance Level for all student groups	Maintained Blue Performance Level for all student groups	Maintain Blue or Green Performance Level for all student groups
<b>Drop Out Rate</b>	0%	Maintained 0%	Maintained 0%	Maintain 0%
<b>Attendance Rate</b>	97% Attendance Rate	Maintained 97% Attendance Rate	Maintained 97% Attendance Rate	Maintain or increase
<b>Suspension Rate Indicator</b>	Yellow Performance Level for All Students (2015) 2016-17	Orange Performance Level for All Students (2017)	Green Performance Level for All Students (Declined by 0.4%)	Maintain Green Performance Level for All Students
<b>Expulsion Rate</b>	3 students	1 student	1 student	0 students
<b>Climate Surveys of pupils and parents</b>	98% Parents Satisfied/Completely Satisfied 78% HS feel connected 48% HS feel excited to come to school 78% HS Satisfaction with course offerings 88% HS feel like school is preparing for college/career	97% Parents Satisfied/Completely Satisfied 74% HS feel connected 37% HS feel excited to come to school 72% HS Satisfaction with course offerings 82% HS feel like school is preparing for college/career	Increased parent satisfaction by 2% Increase HS connectedness by 1% Maintained HS excitement Decreased HS satisfaction with course offerings by 6% Decreased HS satisfaction with college/career preparedness by 6%	Maintain parent satisfaction Increase HS connectedness by 5% Increase HS excitement by 10% Increase HS satisfaction with course offerings by 5% Increase HS satisfaction with college/career preparedness by 5%
<b>Local Measure: Internships (WASC)</b>	Two community based internships per high school academy per semester	Two or more community based internships per high school academy per semester	Maintained two community internships per high school academy per semester	Maintain two community based internships per high school academy per semester
<b>College/Career Indicator</b>	Data Available Fall 2017	Color available Fall 2018 Status: Medium (48.6%)	Obtained Green Performance Level	Maintain Green Performance Level

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Academic Indicator: Math 3-8</b>	All Students Yellow (18.6 below +3) SED Orange (36.1 below -6.7) SWD Yellow (57.4 below +10.5) AA Yellow (55.4 below +7) HIS Orange (36.6 below -2.3) W Green (7.3 below +6.3)	All students Yellow (Maintained) SED Orange (Maintained) SWD Orange (Declined Significantly) AA Orange (Declined Significantly) HIS Yellow (Increased 6.6) W Yellow (Declined 4.4)	All students Orange (Declined by 9.5) SED Orange (Declined by 13.6) SWD Red (Declined by 8.4) African American Yellow (Increased by 10.5) Hispanic Orange (Decreased by 12.2) White Orange (Decreased by 11.9)	All students Yellow (Increase by 3+) SED Yellow (Increase by 3+ ) SWD Orange (Increase by 15+ ) African American Green (Increase by 3+) Hispanic Yellow (Increase by 3+) White Yellow (Increase by 3+)
<b>Academic Indicator: ELA 3-8</b>	All Students Green (6.4 above + 22.6) SED Green (3.7 below +18.7) SWD Yellow (45.3 below +22.3) AA Yellow (6.6 below +24.8) HIS Yellow (6.3 below +20.4) W Blue (12.5 above +22.4)	All students Yellow (Maintained) SED Yellow (Maintained) SWD Orange (Declined 11.7) AA Orange (Declined 4.1) HIS Green (Increased 5.2) W Green (Maintained)	All students Green (Increased by 4.4) SED Green (Increased by 9.4) SWD Yellow (Increased by 3.7) African American Orange (Decreased by 4) Hispanic Green (Increased by 9.2) White Green (Maintained 0.2)	All students Green (Maintain or increase) SED Green (Maintain or Increase) SWD Green (Increase by 3+) African American Yellow (Increase by 3+) Hispanic Green (Maintain or Increase) White Green (Maintain or increase)

## Planned Actions / Services

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

# Action 1

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All schools

**And**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All schools

**Actions/Services**

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

Modified

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

Unchanged

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

Modified

**2017-18 Actions/Services**

Provide additional services and Response to Intervention

- A) Occupational therapist services
- B) Behavioral support materials
- C) Supplemental Intervention Materials
- D) Expansion of Peer Tutoring Program
- E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl

**2018-19 Actions/Services**

Provide additional services and Response to Intervention

- A) Occupational therapist services
- B) Behavioral support materials
- C) Supplemental Intervention Materials
- D) Expansion of Peer Tutoring Program
- E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl

**2019-20 Actions/Services**

Provide additional services and Response to Intervention

- A) Occupational therapist services
- B) Behavioral support materials
- C) Supplemental Intervention Materials
- D) Expansion of Peer Tutoring Program
- E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl

**2017-18 Actions/Services**

- F) Mandatory Teacher-led After School Tutoring K-12
- G) Provide school nurse to monitor health needs
- H) Provide speech/language services, OT services, and school nurse services for SpEd students.

**2018-19 Actions/Services**

- F) Mandatory Teacher-led After School Tutoring K-12
- G) Provide school nurse to monitor health needs
- H) Provide speech/language services, OT services, and school nurse services for SpEd students.

**2019-20 Actions/Services**

- F) Mandatory Teacher-led After School Tutoring K-12
- G) Provide school nurse to monitor health needs
- H) Provide speech/language services, OT services, and school nurse services for SpEd students.
- I) Provide summer school for high school levels of math to struggling students.
- J) Provide math intervention for Low Performing Students
- K) Provide one meal per day for students who qualify for free or reduced priced meals.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>A) \$10,000</li> <li>B) \$350</li> <li>C) \$400</li> <li>D) \$1,500</li> <li>E) \$285,000</li> <li>F) \$210,000</li> <li>G) \$13,800</li> <li>H) \$30,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$10,000</li> <li>B) \$350</li> <li>C) \$400</li> <li>D) \$1,500</li> <li>E) \$285,000</li> <li>F) \$210,000</li> <li>G) \$13,800</li> <li>H) \$30,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$10,000</li> <li>B) \$350</li> <li>C) \$400</li> <li>D) \$1,700</li> <li>E) \$91,463</li> <li>F) \$175,000</li> <li>G) \$8,488</li> <li>H) \$46,798</li> <li>I) \$19,035</li> <li>J) \$219,965</li> <li>K) \$40,000</li> </ul>
Source	A-G) SUPP	A-G) SUPP	A-F) SUPP G) GF

Year	2017-18	2018-19	2019-20
	H) SPED	H) SPED	H) SPED I-J) LPSBG K) SUPP
Budget Reference	0707	0707	A-F) 0707 G) UF H) 6500 I-J) 7510 K) 0707

## Action 2

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

### Students to be Served:

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

English Learners, Foster Youth, Low Income

### Scope of Services:

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

LEA-Wide

### Location(s):

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

All schools

### Actions/Services

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

New

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

Modified

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

Modified

### 2017-18 Actions/Services

Facilitate Character and Social Skill Development

- A) Character Education Staff Development
- B) Monthly Character Lessons

### 2018-19 Actions/Services

Facilitate Character and Social Skill Development

- A) Character Education Staff Certification Program
- B) Monthly Character Lessons

### 2019-20 Actions/Services

Facilitate Character and Social Skill Development

- A) Character Education Staff Development
- B) Monthly Character Lessons

2017-18 Actions/Services

- C) Monthly Character Awards
- D) Provide access to counselor
- E) Social Skills Classes

2018-19 Actions/Services

- C) Monthly Character Awards
- D) Provide access to counselor
- E) Social Skills Classes

2019-20 Actions/Services

- C) Monthly Character Awards
- D) Provide access to counselor
- E) Social Skills Classes

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>A) \$5,000</li> <li>B) \$500</li> <li>C) \$1,000</li> <li>D) \$15,000</li> <li>E) \$7,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$5,000</li> <li>B) \$500</li> <li>C) \$1,000</li> <li>D) \$15,000</li> <li>E) \$7,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$600</li> <li>B) \$500</li> <li>C) \$1,000</li> <li>D) \$12,842</li> <li>E) \$14,655</li> </ul>
Source	A-C) SUPP D and E) 90% MH 10% SUPP	A-C) SUPP D and E) 90% MH 10% SUPP	A-C) SUPP D and E) 90% MH 10% SUPP
Budget Reference	A-C) 0707 D and E) 6512/0707	A-C) 0707 D and E) 6512/0707	A-C) 0707 D and E) 6512/0707

**Action 3**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Limited to Unduplicated Student Group

**Location(s):**

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

All schools

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Provide support for EL students  
 A) Provide designated ELD  
 B) Provide training for ELD teacher

**2018-19 Actions/Services**

Provide support for EL students  
 C) Provide designated ELD  
 D) Provide training for ELD teacher

**2019-20 Actions/Services**

Provide support for EL students  
 A) Provide designated ELD  
 B) Provide training for ELD teacher

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000 \$1,500	\$10,000 \$1,500	\$17,976 \$1,500
Source	SUPP	SUPP	SUPP
Budget Reference	0707	0707	0707

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools



## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

Improve student sense of school connectedness

- A) Facilitate student led spirit building activities.
- B) Facilitate "One Campus, One Cause" Initiative

### 2018-19 Actions/Services

Improve student sense of school connectedness

- A) Facilitate student led spirit building activities
- B) Facilitate "One Campus, One Cause" Initiative updated annually based on cause relevant to current events and the community

### 2019-20 Actions/Services

Improve student sense of school connectedness

- A) Facilitate student led spirit building activities
- B) Facilitate "One Campus, One Cause" Initiative updated annually based on cause relevant to current events and the community
- C) Provide Transition Liaison to assist new middle school students and current students with the transition from 5<sup>th</sup> to 6<sup>th</sup> grade

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$12,000 B) \$2,000	A) \$12,000 B) \$2,000	A) \$12,000 B) \$2,000 C) \$4,000
Source	GF	GF	GF
Budget Reference	UF	UF	UF

# Action 5

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

**Students to be Served:**

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

**Location(s):**

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

All

All schools

**Actions/Services**

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

Modified

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

Unchanged

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

Modified

**2017-18 Actions/Services**

- Prepare students for college and lifelong learning:
- A) Offer workshops related to life skills
  - B) Coordinate School-wide College and Career Fair
  - C) Provide Strong Interest Survey to all 10<sup>th</sup> Graders
  - D) Continue to offer free PSAT to all 10<sup>th</sup> graders
  - E) Designate community liaison to cultivate community relationships for volunteer and internship opportunities

**2018-19 Actions/Services**

- Prepare students for college and lifelong learning:
- A) Offer workshops related to life skills
  - B) Coordinate School-wide College and Career Fair
  - C) Provide Strong Interest Survey to all 10<sup>th</sup> Graders
  - D) Continue to offer free PSAT to all 10<sup>th</sup> graders
  - E) Designate community liaison to cultivate community relationships for volunteer and internship opportunities

**2019-20 Actions/Services**

- Prepare students for college and lifelong learning:
- A) Offer workshops related to life skills
  - B) Coordinate School-wide College and Career Fair
  - C) Provide Strong Interest Survey to all 10<sup>th</sup> Graders
  - D) Continue to offer free PSAT to all 9<sup>th</sup> and 10<sup>th</sup> graders
  - E) Designate community liaison to cultivate community relationships for volunteer and internship opportunities
  - F) Offer two college tours

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>A) \$5,000</li> <li>B) \$1,500</li> <li>C) \$2,000</li> <li>D) \$4,000</li> <li>E) \$16,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$5,000</li> <li>B) \$1,500</li> <li>C) \$2,000</li> <li>D) \$4,000</li> <li>E) \$16,000</li> </ul>	<ul style="list-style-type: none"> <li>A) \$5,000</li> <li>B) \$2,000</li> <li>C) \$3,000</li> <li>D) \$4,000</li> <li>E) \$13,705</li> <li>F) \$5,000</li> </ul>
Source	<ul style="list-style-type: none"> <li>A) CTE</li> <li>B) GF</li> <li>C) GF</li> <li>D) GF</li> <li>E) CTE</li> </ul>	<ul style="list-style-type: none"> <li>A) CTE</li> <li>B) GF</li> <li>C) GF</li> <li>D) GF</li> <li>E) CTE</li> </ul>	<ul style="list-style-type: none"> <li>A) CTE</li> <li>B) GF</li> <li>C) GF</li> <li>D) GF</li> <li>E) CTE</li> <li>F) GF</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>A) 6387</li> <li>B) UF</li> <li>C) UF</li> <li>D) UF</li> <li>E) 6387</li> </ul>	<ul style="list-style-type: none"> <li>A) 6387</li> <li>B) UF</li> <li>C) UF</li> <li>D) UF</li> <li>E) 6387</li> </ul>	<ul style="list-style-type: none"> <li>A) 6387</li> <li>B) UF</li> <li>C) UF</li> <li>D) UF</li> <li>E) 6387</li> <li>F) UF</li> </ul>

## Action 6

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

**Students to be Served:**

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

All

**Location(s):**

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

All schools

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Provide additional access to broad course of study and CTE offerings:

- A) Increase High School IS Electives
- B) Purchase desktop computers for Arts and Technology class
- C) Purchase Public Safety Curriculum
- D) Purchase greenhouse for Horticulture Pathway
- E) Purchase Chrome Books for Computer Science

**2018-19 Actions/Services**

Provide additional access to broad course of study and CTE offerings:

- A) Increase High School IS Electives
- C) Purchase Public Safety Curriculum
- D) Purchase materials needed for instruction within the greenhouse for Horticulture Pathway
- E) Purchase tablets for implementation/pilot of student developed school safety and management application

**2019-20 Actions/Services**

Provide additional access to broad course of study and CTE offerings:

- A) Increase High School IS Electives
- C) Purchase Public Safety Curriculum
- E) Purchase tablets for implementation/pilot of student developed school safety and management application

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>A) \$50,000</li> <li>B) \$24,000</li> <li>C) \$18,000</li> <li>D) \$11,500</li> <li>E) \$4,500</li> </ul>	<ul style="list-style-type: none"> <li>A) \$50,000</li> <li>C) \$18,000</li> <li>D) \$11,500</li> <li>E) \$4,500</li> </ul>	<ul style="list-style-type: none"> <li>A) \$15,000</li> <li>C) \$5,000</li> <li>E) \$4500</li> </ul>
Source	<ul style="list-style-type: none"> <li>A) GF</li> <li>B) CTE</li> <li>C) CTE</li> <li>D) CTE</li> <li>E) CTE</li> </ul>	<ul style="list-style-type: none"> <li>A) GF</li> <li>C) CTE</li> <li>D) CTE</li> <li>E) CTE</li> </ul>	<ul style="list-style-type: none"> <li>A) GF</li> <li>C) CTE</li> <li>E) CTE</li> </ul>

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"><li>A) UF</li><li>B) 6387</li><li>C) 6387</li><li>D) 6387</li><li>E) 6387</li></ul>	<ul style="list-style-type: none"><li>A) UF</li><li>C) 6387</li><li>D) 6387</li><li>E) 6387</li></ul>	<ul style="list-style-type: none"><li>A) UF</li><li>C) 6387</li><li>E) 6387</li></ul>

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

Unchanged

## Goal 3

Facilitate stakeholder involvement

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

State Priorities: Five

Local Priorities: WASC Growth Area 3

### Identified Need:

Results from WASC Self Study as well as results from parent survey indicated that increased and improved communication needed to improve opportunities for students and parent input and involvement. It was also determined that the parent and community members of our school board members were in need of ongoing training to improve their involvement.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>School Board Self Evaluation</b>	Baseline data pending Board Self Evaluation June 8th	Pending submission June 2018	Board Self Evaluation resulted in grade of over 80%	Maintain grade of 80% or higher
<b>Family Survey</b>	31% of respondents felt the school provides little information about involvement opportunities 30% of respondents were not utilizing Remind.com	27% - decreased by 4% - of respondents felt the school provides little information about involvement opportunities	Maintained number of respondents that feel the school provides little information about involvement opportunities	Decrease number of respondents that feel the school provides little information about involvement opportunities by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	74% Back to School Attendance 17% of respondents felt the website was not beneficial for finding information	56% Back to School Attendance Number of respondents not using Remind.com decreased by 2% Number of respondents that feel the website is not beneficial - 4% - decreased by 13%	Increased the number of respondents using Remind.com by 2% Maintained the number of respondents that feel the website is not beneficial for finding information	Increase the number of respondents using Remind.com by 5% Maintain or decrease the number of respondents that feel the website is not beneficial for finding information

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

All schools

#### Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide annual school board training

2018-19 Actions/Services

Provide annual school board training

2019-20 Actions/Services

Provide annual school board training

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$1,500
Source	GF	GF	GF
Budget Reference	UF	UF	UF

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All schools

## Actions/Services

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

Modified

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Increase stakeholder awareness and involvement in school events:

- A) STEM Expo
- B) Website development and maintenance
- C) Design website to be mobile friendly

### 2018-19 Actions/Services

Increase stakeholder awareness and involvement in school events:

- A) STEM Expo
- B) Website development and maintenance
- C) Design website to be mobile friendly
- D) Offer parent teas three times a year

### 2019-20 Actions/Services

Increase stakeholder awareness and involvement in school events:

- A) STEM Expo
- B) Website development and maintenance
- C) Design website to be mobile friendly
- D) Offer parent teas three times a year



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A) \$500 B) \$10,000 C) \$1,500	A) \$500 B) \$10,000 C) \$1,500 D) \$500	A) \$500 B) \$14,594 C) \$1,500 D) \$2,900
Source	GF	GF	GF
Budget Reference	UF	UF	UF

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All schools

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Provide support for home school parents  
A) Offer Parent Workshops for instructional strategies and

**2018-19 Actions/Services**

Provide support for home school parents

**2019-20 Actions/Services**

Provide support for home school parents  
A) Offer Parent Workshops for instructional strategies and

**2017-18 Actions/Services**

curriculum; provide coordinator services  
 B) Parent Institute informational materials

**2018-19 Actions/Services**

A) Offer Parent Workshops for instructional strategies and curriculum; provide coordinator services  
 B) Parent Institute informational materials  
 C) Offer parenting workshops for parents of incoming TK-K students

**2019-20 Actions/Services**

curriculum; provide coordinator services  
 B) Parent Institute informational materials  
 C) Offer parenting workshops for parents of incoming TK-K students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A) \$25,000 B) \$250	A) \$25,000 B) \$250 C) \$500	A) \$17,348 B) \$250 C) \$1,800
Source	GF	GF	GF
Budget Reference	UF	UF	UF

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

Unchanged Goal

## Goal 4

Provide clean and safe facilities that create a flexible and innovative learning environment.

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

State Priorities: One

Local Priorities: N/A

### Identified Need:

Based on safety evaluation, Facilities Inspection Tool, and stakeholder surveys, a number of additions, repairs and maintenance items were deemed necessary.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>SARC/FIT</b>	(June 2016) All systems received a rating of Good and overall rating of Exemplary	Maintained systems and overall rating	Maintained systems and overall rating	Maintain systems and overall rating
<b>Safety Committee Needs Assessment</b>	Minimal findings in threat assessment	Maintained minimal findings in threat assessment	Maintained minimal findings in threat assessment	Maintain minimal findings in threat assessment

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All schools

### Actions/Services

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

Modified

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

Modified

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

Modified

#### 2017-18 Actions/Services

Provide needed repairs and services:

- A) Repair and paint stucco
- B) Repair cracked sidewalk
- C) Install office wall/gate for added security
- D) Add motion detection security service for Tech Center

#### 2018-19 Actions/Services

Provide needed repairs and services:

- A) Repair and paint stucco
- B) Repair cracked sidewalk
- C) Install office wall/gate for added security
- D) Provide patio covers for Student Services/Counseling Office, Engineering classroom, and staff lounge

#### 2019-20 Actions/Services

Provide needed repairs and services:

- A) Replace flooring in needed classrooms
- B) Resurface Gym floor
- C) Re-stain wood on building exterior
- D) Purchase Green Waste and Sustainability Bins

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$5,000 B) \$4,000 C) \$12,500 D) \$300 annually	A) \$5,000 B) \$4,000 C) \$12,500 D) \$5,000	A) \$10,000 B) \$8,000 C) \$6,000 D) \$1,000
Source	GF	GF	GF
Budget Reference	UF	UF	UF

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$ 427,736

Percentage to Increase or Improve Services

5%

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).

Actions and services in Goal 2 Action 1 which include Response to Intervention, the Student Study Team, and Safety Net services (which are principally directed at the unduplicated pupils) will be increased and existing services will be improved for the unduplicated pupils. Additional staff members will devote additional time to addressing the individualized needs of the unduplicated pupils and their progress and continued success will be monitored by the RTI/SST Coordinator. This is the most effective use of the funds because It provides identified students with one-on-one support that is targeted and specific to each individual student's needs.

Actions and services in Goal 2 Action 2 which include character building and social skills development (which are principally directed at the unduplicated pupils) will be increased and improved with additional training and resources. This is the most effective use of the funds as it allows school staff to be proactive in prevention of misbehavior and conflict by building "student self-awareness and communication skills to prevent and resolve interpersonal conflicts" (*What Works Brief #7: Harassment and Bullying*).

Actions and services in Goal 2 Action 3 will provide EL students exclusively with improved services. This designated support is referenced in the ELA/ELD Framework and provides each EL student with targeted, specific assistance to support English language development



# LOCAL CONTROL & ACCOUNTABILITY PLAN SUMMARY

## Our Story



Public charter school serving students in grades TK-12 established in 2005

Flexible and innovative learning environment with site based, home school, and combination programs



Highly regarded for academic excellence

Effectively develop life long learners and productive citizens

## Our Students



Afr. Amer. (4.51%)

Asian (2.36%)

Hispanic (34.53%)

Two or More Races (4.10%)

White (54.51%)

Site Based (64.72%)

Home School (20.27%)

Combination (15.02%)



All Students

Socioecon Dis.

Students w/Dis.

English Learner

Foster Youth



STEM and CTE Course Offerings  
PLTW K-12

## LCAP HIGHLIGHTS

### GOAL 1: Achieve academic excellence in core content areas

Identified need based on student performance on CAASPP and CA Schools Dashboard as well as formal and informal observation

- ▶ Ongoing, personalized staff development



Adoption of curriculum aligned to state adopted standards

### GOAL 2: Address personalized learner needs

Identified need based on student performance on CAASPP and CA Schools Dashboard as well as climate surveys of students, parents, and staff

- ▶ Provide additional services and Response to Intervention



Improve student sense of school connectedness

## BUDGET SUMMARY

### SUMMARY

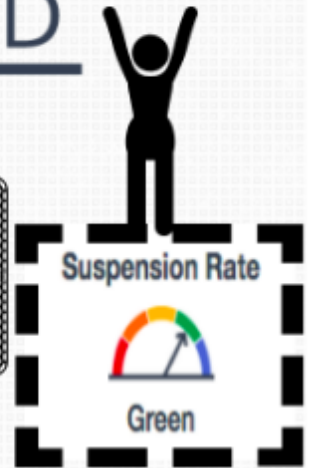
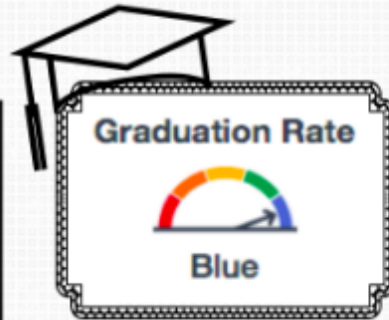


Total Actions/Services (8.43%)

General Fund (91.57%)

LCFF Revenue: \$13,311,105  
General Fund expenditures not included in LCAP consist of operational costs and personnel

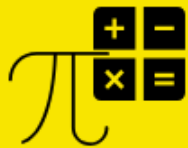
# California School DASHBOARD



Not Identified for State or Federal Support and Improvement



## GREATEST NEEDS AND GOALS TO ADDRESS



ALL STUDENTS: Orange Performance Level in Mathematics  
SWD Red Performance Level in Mathematics

GOAL 1: Professional Development and Standards Aligned Curriculum

GOAL 2: Address personalized learner needs



1 INCREASED OR IMPROVED SERVICES

ENGLISH LEARNERS  
TRAINING FOR ELD TEACHER

ONE-ON-ONE INSTRUCTION AND PROGRESS MONITORING WITH ELD SUPPORT PROVIDER

SED STUDENTS  
Progress monitored through Safety Net and Services Provided through RTI  
Additional Support for Mathematics



Achievement Gaps Identified:  
ELA - African American Students - Orange  
Suspension Rate - Two or More Races and SED - Orange

NOT IDENTIFIED FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT



