2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name		Email and Phone
American Indian Public High School	Tareyton Russ - Head of School Peter Holmquist - Head of Division - Academics	tareyton.russ@aimschools.org peter.holmquist@aimschools.org 510-220-5044

2017-20 Plan Summary

The Story

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

American Indian Public High School is located in downtown Oakland. We serve 420 students. The community prides itself on being family oriented, to be able to provide a diverse student population for success in a four year university. We provide a college prep program that supports students with exceeding their UC/CSU A-G requirements and to take AP courses that will challenge our students academically. Our approach to college readiness ensures all students have a pathway towards learning content and knowledge, improving cognitive skills and development.

The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators

LCAP Goals

1) Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

2) Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

3) Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

4) Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

5) Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

LCAP Highlights

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

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2018-19 LCAP include:

● Whole Child Knowing

● Shared Responsibility

● Capacity Building

● Student Centered Approach

● Equity and Access

● Building Community

● Focus on student goals

● Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

The majority of this LCAP builds on the exact same goals and actions of the previous year (2017-2018). The main change in student demographic, only means that many of the same goals need to address the same needs of different English Language Learners who have joined this school. An increasing number - a declining ratio of technology devices - means that the goals are closer to being achieved, of a one-to-one device ratio for all classes. Availability of resources for all students only helps us to address more broadly the specific needs of all students with equity. With new families comes the need to find ways to reach out that work for that student population. We continue to recruit and hire, not only teachers to help with this community building, but instructional aides and clerks.

Review of Performance

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

Greatest Progress

AIPHS continues to demonstrate strong performance in graduating students on time while implementing more rigorous graduation requirements. Coupled with strong graduation performance, the district also has achieved a very low dropout rate of just over two percent. Aligned with this are improvements for all students in meeting the UC/CSU 'a-g' requirements (grades of C or higher).

AIPHS was recognized as one of the top performing High Schools in California. Performance was based on reading and math results for all students on each state's high school proficiency tests, with the percentage of economically disadvantaged students enrolled at the schools factored in to identify schools performing better than statistical expectations. Our school earned the U.S. News highest marks for California and received a perfect College Readiness score of 100 percent and an Academic Performance Index score of 927 in 2015.

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

Greatest Needs

Our greatest needs have been academically preparing our English Learners and students who are new to the district. In addition, students that are new to the district may have longer commutes that have in turn affected chronic truancy rates. When a student first attends our school we provide the proper tools to support students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system.

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

Increased or Improved services

Additional ways that AIPHS has increased or improved services include:

• Activities include expanding the number of school counselors, adding opportunities for original credit and credit recovery during math camp, increasing number of students serves in after school tutoring program by 25%, expanding family literacy and programs at Title I school sites, and adding additional students and staff to high school College program.

• Activities include targeted professional development on prioritizing standards, creating culturally responsive learning environments, utilizing restorative practices, improving the teaching of mathematics, and supporting the needs of long term English learners (LTELS) and SPED population.

• Activities include expanding the number of community liaisons at school site and providing resources for families.

• Activities expanding the number of community liaisons at school site and providing regular training and expanding site and district parent education opportunities.

In addition, increased or improved services are addressed throughout the document, specifically in the Demonstration of Increased or Improved Services for Unduplicated Pupils section.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 4,541,987
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 3,233,567

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

The California Education Code requires that local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating find for all LEAs and is divided into restricted and unrestricted resources. Restricted programs fulfill the requirements defined by the funding source and are not included with the LCAP unless they are specifically support the goals and services included in the document. For this reason, restricted expenditures (such as those in Title I, II, and III) are generally not included as part of LCAP expenditures unless specifically identified as a funding source. Any significant revisions to the LCAP will be developed in collaboration with the SSC (School Site Council) Parent Advisory Committee and the District English Advisory Committee and presented to the Board for approval.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,544,958

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected	Actual
EL Reclassification rates 15%	22%
ELs making at least one year's Progress in learning English 50%	45%
ELs achieving Proficiency in English <5 yrs cohort: 26%; 5+ yrs cohort: 45%	<5 years cohort: 31%; 5+ yrs cohort: 45%
California Assessment of Student Performance and Progress ELA: 64.29%, Math 63.89%	California Assessment of Student Performance and Progress ELA: 53.85%, Math 67.43%
Graduation Rate	96.92%

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
1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, ELPAC, etc.). 2. Central office staff will support the Head of School and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Continue to monitor and refine information that provides real time data, reporting and dashboards. 4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.	1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.). 2. Central office staff will support the Head of School and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Continue to monitor and refine information that provides real time data, reporting and dashboards. 4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.	$10,000	$10,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Head of School, Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:	ELD Dept. provided teachers ELPAC results in the beginning of the school year. The ELD coordinator helped teachers use ELPAC scores	$150,000	$150,000

• Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. • Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) • ELD Curriculum and learning centers	to developed goals for students, monitor progress, and adjust instructional plans. Intervention services were provided to English Learners who were at the Emerging and Expanding Levels. Students were serviced using the push-in and pull out model. The ELD dept. worked with teachers to determine the students who needed more support and are placed in Tier II and III. Students who are new to the country or with a status of less than 3 year were enrolled in 2 blocks of newcomers class, in addition to an ELA course.. Rosetta Stone accounts were given to all students with a newcomers status. ELAC and DELAC were held 4x each this school year. Some of the topics included ELPAC, ELD program, attendance,and parental involvement. Parents were introduced to the EL master plan. They will have an input on specific actions that will be placed in the master plan. Discussed and determined the needs of ELs in short and long term. Specific action plans were given to students with Emerging and Expanding levels to support support to accelerate English language acquisition. The Edge curriculum provides differentiated lessons. Newcomers class worked with Fundamentals and Level A, while LTELS work with Level B and C.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 180 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).	Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 180 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school and during lunchtime to students that are struggling to pass with grades C- and below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do make up work at bi-monthly Saturday schools. In addition, students may participate in credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).	$150,000	$150,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will have 4-year plans that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college	All students have 4-year plans that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college	$220,494.5	$220,495

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AVID, will support students with college readiness and develop the skills they need to be successful in college.	Seven persons, teachers and administrators attended AVID trainings. All of the high school faculty were involved in implementation of AVID year one and participated in on-campus trainings during more than four professional development presentations. Faculty coaching/evaluation included these AVID instructional strategies. Students were introduced to and practiced various college prep. study skills and strategies across the school.	$35,000	$21,575

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit a Special Education Coordinator to support students that receive special education.	Hired a Special Education Coordinator to provide Resource service to the High School and supervise the Resource Teacher who provided service at AIPCS & AIPCS II	$65,000	$65,000

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |

Annual Measurable Outcomes

Expected	Actual
Student Attendance Rate: 96.39 ADA	Student Attendance Rate: 93.59%
School Climate Survey- Safety Student Survey: 75.29% Family Survey: 89.74%	School Climate Survey- Safety Student Survey: 71% Family Survey: 75%
School Climate Survey- High Expectations Family Survey: 84.61%	School Climate Survey- High Expectations Family Survey- 71%
School Climate Survey- Caring Relationship Student Survey: 72.94%	School Climate Survey- Caring Relationship Student Survey: 76%

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
1. Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program. In addition ongoing professional development.	1. Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program. In addition ongoing professional development.	$20,000	$20,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

The school will provide female hygiene products. | The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

The school will provide female hygiene products. | $60,000 | $60,000 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

The school will provide female hygiene products. | The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

The school will provide female hygiene products. | $15,000 | $15,000 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. School will install additional cameras and continue to opera
2. te the security monitoring system	1. School will install additional cameras and continue to opera
2. te the security monitoring system	$5,000	$5,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	$60,000	$60,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies	1. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies	$115,000	$115,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will have an active and robust Student Government.	School will have an active and robust Student Government.	$40,000	$42,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Healthy and Nutritious Meals - All Students 1. The school will provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will start a lunch program to ensure students are well-nourished and prepared to learn.	Healthy and Nutritious Meals - All Students 1. The school will provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will start a lunch program to ensure students are well-nourished and prepared to learn.	$131,000	$131,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AIPHS will purchase 70 new classroom desks.	AIPHS will purchase 70 new classroom desks.	$9,000	$5,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. School will provide safe transportation to students for sports, field trips and other school related activities.	1. School will provide safe transportation to students for sports, field trips and other school related activities.	$50,000	$50,000

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected	Actual
Hours of computer usage 10 Hours/Week	10 Hours/week
Retention Rates	2.5%
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	California Assessment of Student Performance and Progress ELA: 53.85%, Math 67.43%
17% of students getting a 3 or above score in AP exams	RESULTS are pending % of students getting a 3 or above score in AP exams
60% of students scoring above state average in PSAT	17.16% of students scoring above state average in PSAT 9 11% of students scoring above state average in PSAT 10 N/A% of students scoring above state average in PSAT/NMSQT
60% of students scoring above state average in SAT	17.29% of students scoring above state average in SAT

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
1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements. 2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.	1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements. 2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. Including two visits from STEM4real for all staff to enable phenomenon based instruction.	$120,000	$120,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders	1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders	$55,000	$55,000

4. School will pay for up to three college/university applications for our 12th graders.	4. School will pay for up to three college/university applications for our 12th graders.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	$216123	203,956

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system	1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system 3. Purchased Accelus gold books.	$44,000	$119,317.50

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected	Actual
Percentage of fully credentialed teachers 85.0%	Actual percentage of fully credentialed teachers: 100.0%
Rate of teacher mis assignments 0.01%	Rate of teacher mis-assignments: 0%
Monthly collaboration meetings 70% of teachers will meet monthly	70% of teachers met for collaboration meetings at least monthly: 12+ mtgs.
Classroom observation rated based on TCRP framework Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards	0% of teachers showed improvement from 1st observation to the 2nd formal observation. 90% of teachers maintained scores in combination of excellent or satisfactory

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
Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market	**Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators** The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market	$1400	$805

education as a premier profession.	education as a premier profession.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns.	**Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students** 1. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns.	See Goal 3 - Action 1	See Goal 3 - Action 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers must attend an off-campus workshop/ professional development on targeted subjects.	All teachers must attend an off-campus workshop/ professional development on targeted subjects.	See Goal 3 - Action 1	See Goal 3 - Action 1

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected	Actual
School Climate Survey- Safety Student Survey: 75.29% Family Survey: 89.74%	School Climate Survey- Safety Student Survey: 71% Family Survey: 73%
School Climate Survey- High Expectations Family Survey: 84.61%	School Climate Survey- High Expectations Family Survey- 73%
School Climate Survey- Meaningful Participation Student Survey: 62.35% Family Survey: 65.38%	School Climate Survey- Meaningful Participation Student Survey: 69% Family Survey: 58%
Promoting parent participation: 66.66%	Promoting parent participation: Family Survey: 69%

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
1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. 2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.	1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. 2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.	$7,000	$7,000

Planned Actions/Services	Actual Actions/Services		
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups	3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders	Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders	$8000	0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool,	1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g.,	$15,000	$15,000

ParentSquare, website, AIMS TV, automated calls, school and teacher communications).	PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).		
4. Mandatory parent meetings at the beginning of each year	4. Mandatory parent meetings at the beginning of each year		
5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.	5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.		
6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.	6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.		
7. Powerschool Access is provided to families to view student academic progress	7. Powerschool Access is provided to families to view student academic progress		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.	1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.	$100,000	0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. ELAC – English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee	ELAC met 4 times this year. Meetings that took place focused on the effort to provide support for English Language Learners and their families Wellness committee met virtually and in person quarterly..	$3,000	$1500

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.

Many of these goals are modifications, aimed at improving our current high expectations, school environment, college readiness, teaching/learning effectiveness, and parent/community engagement.

All actions and services were implemented with fidelity and served as additional building blocks for AIPHS work over the years to cultivate cultures of collective care and high academic achievement. AIPHS will focus its efforts in all LCAP Goals, specific in Positive School Environment, Climate, and Culture with strategies toward building student Agency, including social-emotional learning, positive school culture, youth advocacy and empowerment, programming sustainability, and community partnerships.

The goal continues to ensure that every student receives the supports they need to access educational content as effectively as possible. To ensure SPED services are provided to students along with services outlined within IEP/504 plans. The integration and ongoing collaboration of departments within integrated youth services will be critical to collectively promote cultures of collective care and continuing to building agency by knowing student strengths, interests and

values, getting to know who they are, how they learn and connect best to content as they achieve college, career readiness while maintaining high academic achievement.

Goal 1: In comparing data from 2016-2017 to 2017-2018 school year, our 11th grade student CAASPP results show an increase in growth in MATH by 3.55% but a decline in ELA by 10.44% of our student population. The goal indicated that there would be a projected increase of 50% of students, "Exceeding Standard" would increase one level within their achievement level. AIPHS continue to monitor and track progress of students to ensure actual goals is carried and met for student achievement. Additional intervention will be provided to students that are academically behind or in need of targeted support to ensure academic achievement.

Goal 2: According to school climate parent and family surveys 95% of families and students feel safe, 88% of students feel cared for and supported emotionally within school environment. Overall implementation of actions have successfully supported school climate, culture and support of the whole child. AIPHS will continue adopt and implement current action plan and addressing student needs as a priority.

Goal 3: Teachers implemented lessons and structures that aligned with and common core standards as outlined within the planned action and services. Teachers received PD on curriculum to ensure planed goals were met in addressing preparation for college readiness specific within Math and ELA. To address teacher effectiveness, three evaluations were conducted (TCRP) and immediate feedback provided to enhance academic instruction.

Goal 4: Offering high quality education to our students but ensuring teachers are hired within a diverse candidate pool specific to Math, Science and SPED background. Track retention of staffing and monitor potential barriers to employment.

Goal 5: AIPHS will continue to survey and track data and feedback from stakeholders and students to ensure recommendations are considered within school programming and educational instructional effectiveness. Continue to build community partnerships to support students and families with resources.

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

The goals this year were set for high academic achievement. The actions were performed in a strategically efficient manner to ensure maximum effectiveness. Staff members had set schedules with goals which were reached by constant assessment and evaluation. A major part of our success was the utilization of additional staff members to support with tutoring throughout the day. This took place before, during, and after school. This is why we saw an increase in clerical and support staff in our actual expenditures.

 We hired extra support staff to cover clerical duties while these employees tutored. This was also in addition to our 4 intervention aides. This number has been the highest number of aides that we have ever had to provide daily support. Our aides provided push in and pull out services, supported teachers with lesson plan development, and assessing the academic levels of students to increase academic achievement specific in Math and ELA. The effectiveness of the actions/services made a significant impact on student achievement as indicated by AP/CAASPP/PSAT/SAT scores and the district's CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences come from the fact that we did not adopt any new programs, instead we provided materials to supplement those programs that are currently in place.

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

Changes were not made to the overall goals, however expected outcomes differed depending on changes to actions and services to meet the needs of our students, program development and district needs to achieve success. As mentioned above, we made progress modifying and focusing these programs, but realize that this work will continue.

Stakeholder Engagement

LCAP Year: **2018-2019**

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPHS administration.

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?

By consulting with all stakeholders, we were able to get input on how and where to best allocate our resources to meet our overall goal of efficiency and increased student achievement. For example, new ELA, History, and Foreign Language curriculum was adopted to address potential shortfalls in academic programming. Additionally, our Visual and Performing Arts program was vastly expanded to include new Music and Art classes for middle school students. Additional emphasis was placed on hiring more intervention instructors, which expanded capacity for supporting students that were not performing at grade level.

Impact on LCAP and Annual Update

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

As a result of this input, the LEA determined that the goals of the LCAP continue to be very important and only small adjustments to the plan were needed. The main areas of concern continue to be in meeting the needs of the current group of students and those who choose to come to the school. That group continues to evolve, so adjustments made in 2017-2018, continue to be made as new groups of students arrive, and we build on successes for 2018-2019, for groups in every category.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%	15%	22%	25%
ELs making at least one year's progress in learning English	50%	50%	50%	50%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	<5 yrs cohort: 35% 5+ yrs cohort: 45%	<5 years cohort: 31%; 5+ yrs cohort: 45%	<5 years cohort: 31%; 5+ yrs cohort: 45%
California Assessment of Student Performance and Progress	ELA: 50% Math: 63.89%	ELA: 59.32% Math: 67.43%	ELA: 64.29% Math: 62.96%	ELA: 54% Math: 55%
Graduation Rate	95.5	95.5	95.5	95.5

Planned Actions / Services

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	LEA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness. 2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Develop, monitor and refine information that provides real time data, reporting and dashboards	1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.). 2. Central office staff will support the Head of School and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Continue to monitor and refine information that provides real time data, reporting and dashboards. 4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.	1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.). 2. Central office staff will support the Head of School and school staff to revise site-based

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$10,000	$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5615, 8011	5615, 8011	5615, 8011

Action   2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Specific Student Groups	School

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:	Head of School, Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss	Head of School, Division Head, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss

	student progress to:	student progress to:
• Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. • Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) • ELD Curriculum and learning centers	• Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. • Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) • ELD Curriculum and learning centers	• Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. • Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$67,500	$120,000	$120,000
Source	Title III	Title III, LCFF	Title III, LCFF
Budget Reference	1100, 1200, 4400	1100, 1200,4400	1100, 1200,4400

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):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 180 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).	Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 180 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).	Action: Increase intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 110 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$150,000	$232,000
Source	Title II, LCFF	Title II, LCFF	Title II, LCFF
Budget Reference	2100, 8292, 8011	2100, 8292, 8011	2100, 8292,8011

Action 4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students will have 4-year plans, that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.	All students will have 4-year plans that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.	All students will have 4-year plans that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$220,494.5	$200,494.50
Source	State Revenue	State Revenue	State Revenue
Budget Reference	8590	8590, 1300, 2400, 1200	8590, 1300, 2400, 1200

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	AIPHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	[Add Scope of Services selection here]	AIPHS

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	AVID, will support students with college readiness and develop the skills they need to be successful in college.	AVID, will support students with college readiness and develop the skills they need to be successful in college. Peer Forward programming: college readiness program Debate Team - Stipend for coordinator, enrollment, and transportation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$35,000	AVID: $35,000 Debate: $17,000 Peer Forward: $12,500
Source	[Add source here]	State revenue, Title I	State Revenue, Title I
Budget Reference	[Add budget reference here]	4315	4315

Action 6

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

Students to be Served: | **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	
	All schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Recruit a Special Education Coordinator to support students that receive special education.	Recruit a Special Education Coordinator to support students that receive special education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$65,000	$65,000
Source	[Add source here]	LCFF	LCFF
Budget Reference	[Add budget reference here]	1100	1100

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement

Priority 6: School Climate

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	96.39% ADA	95.41% ADA	93.59% ADA	90% ADA
School Climate Survey - Safety	Student Survey: 75.29% Family Survey: 89.74%	Student Survey: 87.57% Family Survey: 91.18%	Student Survey: 71% Family Survey: 73%	Student Survey: 73% Family Survey: 75%
School Climate Survey - High Expectations	Family Survey: 84.61%	Family Survey- 88.23%	Family Survey: 73%	Family Survey: 75%
School Climate Survey - Caring Relationships	Student Survey: 72.94%	Student Survey: 81.42%	Student Survey: 76%	Student Survey: 76%

Facilities Inspection Tool (percent at good or better)	Good	Good	Good	Good

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	AIPHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Positive Behavioral Intervention and Support (PBIS)	Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Positive Behavioral Intervention and Support (PBIS)	Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students.

| programs and staff professional development to ensure effective implementation of program. | programs and staff professional development to ensure effective implementation of program. In addition ongoing professional development. | Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program. In addition ongoing professional development. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$20,000	$25,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II
Budget Reference	5210, 8011, 8292	5210, 8011, 8292	5210, 8011, 8292

Action   2

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

Students to be Served:

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

Location(s):

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

All	[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide counseling, services that address student social and emotional needs.	The school will provide counseling, services that address student social and emotional needs.	The school will provide counseling, services that address student social and emotional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$60,000	$60,000
Source	State revenue	State revenue	State revenue
Budget Reference	2100, 8590	2100, 8590	2100, 8590

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The school will provide health and wellness services to students.	The school will provide health and wellness services to students.	The school will provide health and wellness services to students.
The school will continue to implement its comprehensive wellness policy and action plan.	The school will continue to implement its comprehensive wellness policy and action plan.	The school will continue to implement its comprehensive wellness policy and action plan.
	The school will provide female hygiene products.	The school will provide female hygiene products.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,500	$15,000	$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	[Add Location(s) selection here]

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will install a security monitoring system that has visual monitoring capabilities.	School will install additional cameras and continue to operate the security monitoring system	School will install additional cameras and continue to operate the security monitoring system

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$10,000	$5000	$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4400, 8100	4400, 8100	4400, 8100

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):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

School Support Staff and Resources - All Students	School Support Staff and Resources - All Students	School Support Staff and Resources - All Students
1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$47,000	$60,000	Support Staff: $350,000 Supplies: $60,000
Source	LCFF	LCFF	LCFF
Budget Reference	4315, 8011	4315, 8011	4315, 8011

Action   6

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will hire athletic coaches School will offer competitive/comprehensive athletic programming School will purchase uniforms and sports equipment	1. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies	1. School will hire athletic coaches and athletic directors 2. School will offer competitive/ comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$115,000	$115,000
Source	LCFF	LCFF	LCFF
Budget Reference	4342, 8011	4342, 8011	4342, 8011

Action 7

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will have an active and robust Student Government.	School will have an active and robust Student Government.	School will have an active and robust Student Government.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,000	$15,000	$15,000
Source	LCFF, Non-public funds	LCFF, Non-public funds	LCFF, Non-public funds
Budget Reference	5894, 8011, 8685	5894, 8011, 8685	5894, 8011, 8685

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Healthy and Nutritious Meals - All Students 1. The school will provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will start a lunch program to ensure students are well-nourished and prepared to learn.	Healthy and Nutritious Meals - All Students 1. The school will provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will start a lunch program to ensure students are well-nourished and prepared to learn.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	[Add amount here]	$131,100	$131,100
Source	[Add source here]	State and Federal Revenue	State and Federal Revenue
Budget Reference	[Add budget reference here]	4700	4700

Action 9

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	[Add 2018-19 selection here]	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
AIPHS will purchase 140 new classroom desks.	AIPHS will purchase 70 new classroom desks.	AIPHS will purchase 70 new classroom desks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,000	$9000	$9000
Source	LCFF	LCFF	LCFF
Budget Reference	4430, 8011	4430, 8011	4430, 8011

Action 10

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

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	School will provide safe transportation to students for sports, field trip and other school related activities.	School will provide safe transportation to students for sports, field trip and other school related activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$50,000	$50,000
Source	[Add source here]	State Revenue, Non-public funds	State Revenue, Non-public funds
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 11

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Attractive, Clean and Well Maintained Schools - All Students ● The school will continue to be clean and inviting. ● The school will continue to be well maintained and in good repair. ● The school will continue to be provided with necessary supplies and utilities. ● The school will continue to operate in a sustainable and environmentally responsible manner. ● Training and updates will continue to be provided to ensure well-prepared and informed staff.

			● The school will continue to be compliant in all annual facility and safe school inspections.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$70,000
Source			LCFF
Budget Reference			8011

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Identified Need

1. Additional support for students struggling in core subjects.
2. Additional support for English Language Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hours of computer usage	At least 30 minutes per week	15 hrs per week	15 hrs per week	15 hrs per wekk
Retention Rates	2%	5%	N/A	N/A
California Assessment of Student Performance and Progress	ELA: 55% Math: 70%	ELA: 53.85% Math: 67.43%	ELA: 59.32% Math: 62.96%	ELA: 55% Math: 60%
% of students getting a 3 or above score in AP exams	17% of students will get a 3 or above score in AP exams	21.98%	Results are not available	20%
% of students scoring above state average in PSAT 9 % of students scoring above state average in PSAT 10 % of students scoring above state average in PSAT/NMSQT	40% of students scoring above state average in PSAT 9 60% of students scoring above state average in PSAT 10 60% of students scoring above state average in PSAT/NMSQT	7.58% of students scoring above state average in PSAT 9 9.29% of students scoring above state average in PSAT 10 61% of students scoring above state average in PSAT/NMSQT	17.16% of students scoring above state average in PSAT 9 11% of students scoring above state average in PSAT 10 N/A of students scoring above state average in PSAT/NMSQT	15% of students scoring above state average in PSAT 9 10% of students scoring above state average in PSAT 10 N/A of students scoring above state average in PSAT/NMSQT

% of students scoring above state average in SAT	60% of students scoring above state average in SAT	69.19% of students scoring above state average in SAT	17.29% of students scoring above state average in SAT	17.29% of students scoring above state average in SAT

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science	1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science	1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science

Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.	Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.	Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.
2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.	2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.	2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.
3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.	3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.	3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$259,000	$120,000	$120,000
Source	State revenue, LCFF, Title II	State revenue, LCFF, Title II	State revenue, LCFF, Title II
Budget Reference	4100, 5210, 8590, 8011, 8292	4100, 5210, 8590, 8011, 8292	4100, 5210, 8590, 8011, 8292

Action   2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders 4. School will pay for up to three college/university applications for our 12th graders.	1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders 4. School will pay for up to three college/university applications for our 12th graders.	1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders 4. School will pay for up to three college/university applications for our 12th graders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000.00	$75,000	$75,000
Source	LCFF, Non-public funds	LCFF, Non-public funds	LCFF, Non-public funds
Budget Reference	4316, 8011	4316, 8011	4316, 8011

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):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000.00	$60,000	$60,000
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	5811, 4200	5811, 4200

Action   4

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)   (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Establish a barcode tracking system of school Science equipment, laptops, music equipment, novels, and other materials.	1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system	Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. Computer Lab: Literature Comprehension, purchasing 33 desktops 2. Continue barcode system

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$40,000.00	$50,000.00	$120,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4400, 8011	4400, 8011	4400, 8011

Action 5

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Students to be Served:	Scope of Services:	Location(s):
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. School will replace pre-existing textbooks to updated AP aligned ones 2. Update all science classrooms with science lab technology/equipment	1. School will replace pre-existing textbooks to updated AP aligned ones 2. Maintain science classrooms with science lab technology/equipment	1. School will replace pre-existing textbooks to updated AP aligned ones 2. Maintain science classrooms with science lab technology/equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	AP Books included in 3.1 Science Equipment - $80,000.00	$50,000	$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	4400, 8011	4400, 8011	4400, 8011

Action   6

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
.	1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. 2. Teachers will receive training on how to effectively assess student data.	1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. 2. Teachers will receive training on how to effectively assess student data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	$6,000	$6,000
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priority 1: Basic Services

State Priority 2: Implementation of State Standards

Identified Need

To ensure all students receive quality instruction and equip and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students, families.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	85%	100%	100%	100%
Rate of teacher mis-assignments	0.01%	0.0 %	0%	0%
Monthly collaboration meetings	70% of teachers will meet monthly	75% of teachers met monthly	75% of teachers met monthly	100%

| Classroom observation rated based on TCRP framework

Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards. | 60% of teachers showed improvement from the 1st observation to the 2nd formal observation.

During formal observation use of standards-aligned instructional materials is evident | Majority of teachers rated highly satisfactory on evaluations during the 1st observation. During the 2nd observation found to be highly satisfactory range. Use of standards-aligned instructional materials evident within classroom. | Majority of teachers rated highly satisfactory on evaluations during the 1st observation. During the 2nd observation found to be highly satisfactory range. Use of standards-aligned instructional materials evident within classroom. | Majority of teachers rated highly satisfactory on evaluations during the 1st observation. During the 2nd observation found to be highly satisfactory range. Use of standards-aligned instructional materials evident within classroom. |
|---|---|---|---|---|

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.	**Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators** The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.	**Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators** The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$1,556,972	$4,000
Source	LCFF	LCFF, State Revenue	LCFF, State Revenue

Budget Reference	5815, 8011	1100, 1105, 3000	1100, 1105, 3000

Action   2

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	**Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students** 1. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns.	**Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students** 1. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 3.1	See 3.1	See 3.1
Source	Title II	Title II	Title II
Budget Reference	5210, 8292	5210, 8292	5210, 8292

Action   3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers must attend an off-campus workshop/ professional development on targeted subjects.	All teachers must attend an off-campus workshop/ professional development on targeted subjects.	All teachers must attend an off-campus workshop/ professional development on targeted subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 3.1	See 3.1	See 3.1
Source	Title II	Title II	Title II
Budget Reference	5210, 8292	5210, 8292	5210, 8292

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	All teachers will have the supplies needed to be able to perform in successful educational environment All students will have all the supplies needed to be able to thrive in school.	All teachers will have the supplies needed to be able to perform in successful educational environment All students will have all of the supplies needed to be able to thrive in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	$95,000	$95,000
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	4100, 4200, 4300	4100, 4200, 4300	4100, 4200, 4300

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

1. Improve overall family engagement.

2. Organized systems to encourage familial involvement.

3. Reduce chronic absenteeism.

4. Implement an after-school program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	Student Survey: 75.29% Family Survey: 89.74%	Student Survey: 82.11% Family Survey: 91.18%	Student Survey: 71% Family Survey: 73%	
School Climate Survey - High Expectations	Family Survey: 84.61%	Family Survey: 88.23%	Family Survey: 73%	
School Climate Survey - Meaningful Participation	Student Survey: 62.35% Family Survey: 65.38%	Student Survey: 79.61% Family Survey: 84.85%	Student Survey: 69% Family Survey: 58%	
Promoting parent participation	Family Survey: 66.66%	Family Survey: 73.53%	Family Survey: 69%	

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. 2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. 3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.	1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. 2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. 3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.	1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. 2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. 3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3500	$7000	$10,000
Source	LCFF	LCFF	LCFF

Budget Reference	8011	8011	8011

Action   2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$6,000	$8000	$8000

Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

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)

[Add Students to be Served selection here]	[Add Location(s) selection here]

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student	1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student	1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student

learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).	learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).	learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).
4. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 5. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 6. Powerschool Access is provided to families to view student academic progress.	4. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 5. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 6. Powerschool Access is provided to families to view student academic progress.	4. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 5. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 6. Powerschool Access is provided to families to view student academic progress. 7. Mailing communication to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000	$15,000	$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

Action   4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.	SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.	SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns. Hire a Dean of Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$87,500	$100,000	$120,000
Source	LCFF	LCFF	LCFF
Budget Reference	2100, 2400, 8100	2100, 2400, 8100	2100, 2400, 8100

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	School site

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPHS)– District English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee	1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPHS)– District English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee	1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPHS)– District English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$3,000	$10,000	$10,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II

Budget Reference	8011, 8292	8011, 8292	8011, 8292

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–**20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$67,500.00	15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school's percentage for 2018-19 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students.

The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Goal 1.2 Closing the Achievement Gap with High Expectations for All

1. Deans, ELD coordinator, English Learner Support Teachers will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students. Determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs.

Maintain current intervention teachers and academic support staff and implement five hours of professional development per semester. (Goal 1.3)

Parent and Community members are engaged and work with the school to support student learning FAC (Family Advisory Committee) meets once a month to discuss general support and voice to all families. ELAC (English Language Advisory Committee) meets in effort to provide support for English Language Learners and their families.(Goal 5.5)

The school's percentage for 2017-18 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students. The school will meet this proportionality percentage

through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Teachers, ELD coordinator, English Learner Support Teachers and Intervention Instructors will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students, SPED students and lower academically achieving students to determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL/academic progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs and long term needs of IEP/504 students, and or students that are struggling academically. (Goal 1/Action.Service 1.1)

Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program. In addition ongoing professional development.(Goal 2.1)

Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services designed and outlined within the Wellness Policy. Hopes are to create an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Goal/Action/Service 4.2)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Goal 5 Action 2.1)

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter

Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions. **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required. **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

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

(c) "High school dropout rate" shall be calculated as follows:

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

    (2) The total number of cohort members.

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

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

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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