

# 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

Design Tech High

Contact Name and Title

Ken Montgomery  
Executive Director

Email and Phone

kmontgomery@dttechhs.org  
(650) 231-2701

## 2017-20 Plan Summary

### The Story

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

Design Tech High School is a free public charter school open to residents of California. Entrance is by lottery when the number of students seeking enrollment exceeds the number of spots available. The school was founded in 2014, and the first class of seniors will graduate in 2018. The Oracle Corporation recently selected Design Tech to become the first public high school to have a new state-of-the-art campus funded by a Silicon Valley company. Design Tech, or 'd.tech' as it's known among our students, has an explicit focus on the skills that help students forge an identity as caring citizens and future young professionals. By combining academic content mastery with creative problem solving, d.tech's goal is to give students the tools necessary for success in college and beyond.

At d.tech, we believe that students are most successful when their education is personalized to their needs, and they are asked to use their knowledge to improve the world around them. We implement these ideas of "extreme personalization" and "knowledge and action" through a competency based system which allows us to hold all students to the same high standards while they move at their own pace to achieve those standards, and by teaching students to solve real-world problems using a design-thinking approach similar to that taught at Stanford University's Hasso Plattner Institute of Design (d.school). Together, these two approaches provide students with a thinking model they can use throughout their lives to make a positive contribution to a constantly changing world.

### LCAP Highlights

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

As the school enters its 4th year of operation, we will continue to refine our educational program based on the data that we gather. This year's LCAP emphasizes the following: our commitment to using design thinking to push our innovation agenda forward, improving school communication

systems, improving data systems, building a strong connection to the culture of the school for all students, and connecting students to real world learning opportunities.

## 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

This year we made considerable progress in helping students develop 21st century skills by solving real problems. We launched our first internship program, improved our design lab program, and moved into a new facility. We also had our first graduating class with 72% of graduating seniors reporting that they are headed to a 4-year university after graduation.

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

We do have one performance indicator in the orange area, our suspension rate, with the sub-group of two or more races in the red. We have taken steps to address this by adding a full-time student culture coordinator and creating a team of teachers working on Diversity, Equity, and Inclusion (DEI). The student culture coordinator will develop restorative programs that provide an alternative to suspension for students and the DEI team is working on building the skills of all staff members to support Diversity, Equity and Inclusion.

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

Although the dashboard does not indicate it the performance of our socially economically disadvantaged students on the CAASP is an area in which we need to improve. We did an analysis of the SED students outcomes and noted that this performance gap did not persist across multiple measures such as G.P.A., PSAT, SAT, and CWRA scores. We outline some of the areas to improve this performance gap in the next section.

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

We will continue to work to improve services for low income, English Learners and foster youth by developing a Diversity, Equity, and Inclusion team at our school. We will also increase the hours for our school safety advocate, who provides mental health services to our students and hire an

additional school counselor. Lastly, we will offer summer school for students who need extra instructional support to pass their classes.

## 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	\$5,970,130
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$3,691,092.00

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

Our clerical support staff, a vital part of the dtech operations, were not specifically identified as a resource to support our LCAP activities. Additionally, some of our routine books & supplies, our office supplies, our student extracurricular expenses, and other furniture and non-classroom technology were not included in the LCAP activities this year. Finally, some of our routine operations expenses, as well as our annual Special Education reserve, were not included in the LCAP actions this year. These included insurance, utilities, district oversight fees, business service fees, auditor fees, fundraising expenses, legal fees, student transportation, and regular IT support.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,706,276

# 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

Provide all students with high quality classroom instruction and curriculum that promote college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><b>17-18</b> See attached chart for following annual anticipated performance metrics related to goal. CAASPP test performance when available UC A-G and college course completion rate English language proficiency rates measured by CELDT and/or ELPAC EL reclassification rate High school graduation rate</div>	

## 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
<p>Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law. We also believe that education best occurs when it is personalized and active. Teachers should meet students where they are and help them not only master content, but also apply their knowledge in an authentic way. Technology can facilitate this educational philosophy when teachers use it to personalize content to student needs and place cutting edge tools in the hands of students.</p> <p>At Design Tech High School teachers are expected to draw from a repertoire of instructional strategies that will be adapted to individual students. We recognize that each student has different instructional needs, and d.tech allows students to take advantage of a variety of approaches to learning.</p>	<p>Students received instruction from certificated teachers in the core academic areas. Teachers continue to use technology to help personalize the student experience.</p>	<p>Obj code 1100 1000-1999: Certificated Personnel Salaries LCFF 1,785,625</p>	<p>Obj code 1100 1000-1999: Certificated Personnel Salaries LCFF 1,789,562</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create rigorous curriculum and course requirements which meet a-g eligibility and prepare students to enter the UC system upon graduation.</p>	<p>All courses received A-G approval.</p>	<p>Services provided at no additional cost by Design Tech faculty. 0</p>	<p>Services provided at no additional cost by Design Tech faculty. 0</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build and fund a maker space for students to implement and generalize Design Thinking skills.	We moved into a new facility on the Oracle campus, where the size of our maker spaced went from approximately 1200 sq. ft to 8000 sq. ft. We purchased new equipment for the maker space and have been working to increase student use of the space.	Obj code 4352 4000-4999: Books And Supplies Locally Defined 42,000	Obj code 4352 4000-4999: Books And Supplies Locally Defined 41,976

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fund 3.0 FTE educational specialists to meet the needs of students requiring specialized academic instruction. Fund a special education director at .7 to support the education specialists	Funded 3.0 FTE educational specialists to meet the needs of students requiring specialized academic instruction. Funded a special education director at .7 to support the education specialists	Obj code 1148 1000-1999: Certificated Personnel Salaries Special Education 261,250	Obj code 1148 1000-1999: Certificated Personnel Salaries Special Education 216,000
			Obj code 1300 1000-1999: Certificated Personnel Salaries Special Education 82,600

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with outside agencies to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.	Contracted with outside agencies to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.	Obj code 5869 5000-5999: Services And Other Operating Expenditures Special Education 48,430	Obj code 5869 5000-5999: Services And Other Operating Expenditures Special Education 19,628
			Obj code 1900 1000-1999: Certificated Personnel Salaries Special Education 10,625

### Action 6

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

Teachers and administration use MAP data from NWEA to monitor student progress and group students to address individual learning needs. Student progress is assessed weekly by teachers through formal and informal classroom assessments. Students' schedules are adjusted every four weeks to meet the student where they are and provide acceleration or more support as needed.

We used data from the College and Work Readiness Assessment (CWRA) to understand the skills of our 9th grade class and purchased Light Sail a program used to provide data about student reading skills. Instead of flexing the schedule we have refined our process for lab days to allow students additional enrichment opportunities.

Obj code 5878 5000-5999: Services And Other Operating Expenditures Locally Defined 6,200

Obj code 5878 5000-5999: Services And Other Operating Expenditures Locally Defined 11,210

## Action 7

### Planned Actions/Services

Use/Purchase/Create CCSS aligned materials.  
Math software subscriptions  
World Language Program  
Reading Recovery software subscriptions  
CCSS ELA Curriculum  
CCSS Math Curriculum  
CCSS Social Science Curriculum  
CCSS Science Curriculum  
CCSS Health Curriculum

### Actual Actions/Services

Used/Purchased/Created CCSS aligned materials.  
Math software subscriptions (CPM)  
World Language Program(Middlebury)  
Reading Recovery software subscriptions (Light Sail)  
CCSS ELA Curriculum  
CCSS Math Curriculum  
CCSS Social Science Curriculum  
CCSS Science Curriculum  
CCSS Health Curriculum

### Budgeted Expenditures

Obj code 4320 4000-4999: Books And Supplies 67,440

### Estimated Actual Expenditures

Obj code 4320 4000-4999: Books And Supplies LCFF 55,000

## Action 8

### Planned Actions/Services

Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student

### Actual Actions/Services

Met all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student

### Budgeted Expenditures

Obj code 5815 5000-5999: Services And Other Operating Expenditures 8,000

### Estimated Actual Expenditures

Obj code 5815 5000-5999: Services And Other Operating Expenditures LCFF 8,470

identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed.	Continued to provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed.		

## 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.

Overall, there were no material differences between our planned services and our actual services. The biggest obstacle was in implementing the Light Sail program, as there were numerous technical issues in using their program on Chromebooks, as the program gained very little traction.

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

We were able to hire fully-credentialed teachers, which provided d.tech students with high quality academic experiences as evidenced by student scores on the CAASP and the PSAT. On the CAASP 71% of d.tech student were proficient in ELA and 62% were proficient in math. We also exceeded the district average on the PSAT. We also increased the number of students using the DRG, as all 9th graders now take a prototyping class.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We will make very few changes in this area as our student outcome data is strong. We will increase our special education services and build on the DEI work we started this year to improve the outcomes for students with disabilities and socially economically disadvantaged students. We will also form an instructional technology committee to identify areas where we might be able to better use software to personalize the student experience. These changes can be found in the 18/19 actions and expenditures section.

# 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 2

Support students in creating personalized learning outcomes and building 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 7: Course Access (Conditions of Learning)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><p><b>17-18</b> See attached chart for following annual anticipated performance metrics related to goal. A-G and college course passage rates Design Lab Rubrics Curiosity Project Survey Internships/Part-Time Work Concurrent Enrollment</p><p><b>Baseline</b> this does not change over the years (it's 16-17)</p></div>	

## 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
Professional development to improve personalized instruction, assessment, and course completion will include: Executive Functioning Strategies Competency Based Grading with the Stanford Center for Assessment, Learning and Equity (SCALE) Learning Accelerator Addressing the needs of Foster Youth, EL, and Low Income students Strategies to Support Students with IEPs	The school worked with the New Teacher Project and the Institute of Applied Neuroscience to develop a teacher training institute and a scope and sequence for professional development over the course of the year. The professional development was designed to help teachers implement strategies based on the science of learning that would help them personalize the student learning experience and keep students on the edge of their learning. We also received an opportunity to join a Diversity, Equity, Inclusion accelerator opportunity, which we sent three teachers to a training in Kansas City, and we have since included DEI work in every staff meeting.	Obj code 5863 5000-5999: Services And Other Operating Expenditures LCFF 8,594	Obj code 5820 5000-5999: Services And Other Operating Expenditures LCFF 92,500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide each student with a Chromebook so they may access coursework at their own pace.	Provided each student with a Chromebook so they may access coursework at their own pace.	Obj code 4420 4000-4999: Books And Supplies Locally Defined 82,500	Obj code 4420 4000-4999: Books And Supplies Locally Defined 84,440

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer students guidance in course selection in order to gain admittance to a four year college or university.	Offered students guidance in course selection in order to gain admittance to a four year college or university.	Obj code 1900 1000-1999: Certificated Personnel Salaries Other 163,750	Obj code 2200 2000-2999: Classified Personnel Salaries Other 82,500

			Obj code 1900 1000-1999: Certificated Personnel Salaries Other 81,250
--	--	--	---

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure students have achieved proficiency in A-G courses.	Ensured students have achieved proficiency in A-G courses.	Obj code 1300 1000-1999: Certificated Personnel Salaries Other 147,500	Obj code 1300 1000-1999: Certificated Personnel Salaries Other 147,500

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provided students and parents with access to a Learning Management System that will allow for personalized scheduling of courses, progress monitoring, and communication of competency based learning expectations.	Provided students and parents with access to a new Learning Management System that was to allow for personalized scheduling of courses, progress monitoring, and communication of competency based learning expectations. We also began working with Learnmetrics to develop better data visualization tools to support those working with PowerSchool.	Obj code 5881 5000-5999: Services And Other Operating Expenditures Other 42,194	Obj code 5881 5000-5999: Services And Other Operating Expenditures Other 39,215

#### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer a variety of elective courses taught by industry experts in order to assist students in post-secondary transition success.	Offered a variety of elective courses taught by industry experts in order to assist students in post-secondary transition success.	Obj code 5829 5000-5999: Services And Other Operating Expenditures Locally Defined 330,000	Obj code 5829 5000-5999: Services And Other Operating Expenditures Locally Defined 217,005
			Obj code 2200 2000-2999: Classified Personnel Salaries Locally Defined 27,000

## 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.

Overall, our actual actions were closely aligned to our proposed actions, with the most notable exception being the changes in the professional development strategies. We received a grant from The Chan Zuckerberg Initiative to develop a teacher training institute where teachers would implement strategies based on the science of learning. We focused on this area for professional development throughout the year. Additionally we added a strand aimed at improving our ability to support diversity, equity, and inclusion. We also had a difficult time implementing our new Learning Management System. It was difficult migrating the data from the previous system and the PowerSchool Unified Classroom program did not work.

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

As evidenced by our test score data and the chart included earlier in this section our actions have yielded positive student outcomes. Our switch to the Powerschool LMS did improve parent's ability to access student grades, but it has not support competency-based learning as we had hoped it would. It has been difficult for teachers to manage and also export data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on survey and interview data from stakeholders we know that we have a need continue to build out the technology infrastructure to support our goals. To address this need we have hired a .6 data and technology position. This position will focus on making sure that all of our data is integrated and readily accessible to stakeholders. This will greatly help our ability to personalize learning for students and help them become self-directed because they will have a better understanding of their strengths and areas of growth. We will also hire an intersession coordinator support our growing intersession program and facilitate our students being better supported by Oracle volunteers and add additional support staff to the DRG. This can be found in our LCAP in goal 2 actions and expenditures for 2018-19.

# 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 3

Ensure that all students and their families have a safe, inclusive, and clean environment, in which to learn and thrive.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

### Annual Measurable Outcomes

Expected	Actual
<p><b>17-18</b> See attached chart for following annual anticipated performance metrics related to goal. Attendance rate Chronic absenteeism rate Dropout rate Suspension rate Expulsion rate High school graduation rate Facility Inspection Tool (FIT)</p>	<p>We do not have data in the areas related to dropout and graduation rate. Our chronic absenteeism rate was 18%, suspension rate 3.5%, and expulsion rate of approximately 1%. Chronic absenteeism is defined as a pupil who is absent 10 percent or more of the school days 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. Our new facility passed all areas on the inspection.</p>

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students with access to a School Safety Advocate to address social and emotional needs while at school.	Provided students with access to a School Safety Advocate to address social and emotional needs while at school. The SSA left at semester because of health reasons, so we were without an SSA for almost 2 months.	Obj code 5880 5000-5999: Services And Other Operating Expenditures LCFF 57,680	Obj code 5880 5000-5999: Services And Other Operating Expenditures LCFF 57,210

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with janitorial and surveillance service to ensure a clean and safe campus.	Contracted with janitorial and surveillance service to ensure a clean and safe campus. We switched janitorial and security services when we moved into our new facility.	Obj code 5510 & 5520 5000-5999: Services And Other Operating Expenditures Other 84,079	Obj code 5515 5000-5999: Services And Other Operating Expenditures Other 72,000
			Obj code 5520 5000-5999: Services And Other Operating Expenditures Other 2,579

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students and parents with orientation activities and year-long information sessions to assist families in building school success skills.	Provided students and parents with orientation activities and year-long information sessions to assist families in building school success skills.	Obj code 5851 5000-5999: Services And Other Operating Expenditures Other 10,609	Obj code 5851 5000-5999: Services And Other Operating Expenditures Other 7,825

## Action 4

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

Provide students with social emotional, diversity, and restorative justice activities and interventions to maintain a cohesive community.

Provided students with social emotional, diversity, and restorative justice activities and interventions to maintain a cohesive community.

Obj code 2200 2000-2999:  
Classified Personnel Salaries  
LCFF 87,600

Obj code 2200 2000-2999:  
Classified Personnel Salaries  
LCFF 91,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We implemented all plans with fidelity. The only difficulty in this area was that the School Safety Advocate assigned to our school had to leave at semester due to health reasons and the Youth Service Bureau was unable to find a replacement until Mid-April.

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

We have made strides in creating a safe, caring environment for students as almost 70% of students feel cared for and supported and 81% of students report that other students are kind to them. Also 91% of parents agree or strongly agree that d.tech is a safe learning environment.

Additionally we anticipate an increase in our attendance rate for the year and a decrease in our suspension and expulsion rate. We attribute this to the work of attendance coordinator and our part-time student culture coordinator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We are committed to ensuring that all students have a safe caring environment at d.tech and to continue to build in this area we will make our student culture coordinator into a full-time position and add an additional counselor to serve as the head of our @d.tech advisory program. We will continue to build on the work we started in Diversity, Equity, and Inclusion training as well. These items are found in the 18-19 goals/actions and expenditures of the LCAP.



# Stakeholder Engagement

LCAP Year: **2018-19**

## 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?

### About Design Tech High School

Design Tech High school opened its doors in August of 2014 with a class of 136 ninth grade students. From the beginning, students, families, and staff worked together to build not only the culture of the school but the school's physical structure. Based on the principles of Design Thinking, stemming from Stanford's Hasso Plattner Institute of Design, the high school embraced empathy with its constituents as a primary means of building innovative education solutions. Design Tech High School has added a class of students each year and currently serves students in grades 9-12.

### Local Control and Accountability Plan (LCAP) Rationale

The LCAP is part of the new school funding law recently enacted in California, the Local Control Funding Formula (LCFF). The plan is to be used to provide details regarding the school's actions and expenditures to support student outcomes and overall performance. The LCAP must describe goals and specific actions to achieve those goals for all students and each subgroup of students identified in Ed Code section 52052, including students with disabilities, for each of the state priorities, and locally identified priorities. Locally, the LCAP is the charter school's plan of action to improve student achievement, support students socially and emotionally, and involve stakeholders to help ensure that all students are prepared for the challenges of the adult world.

### Stakeholder Involvement

The LCAP committee consisted of parents and administrators representing the 550 students attending Design Tech High School. The stakeholder committee met monthly at regularly scheduled times to review, update, and develop the 2018-19 LCAP. Prior to and during the LCAP process, parents, students, and community members received regular surveys to help Design Tech staff gather information and adjust programs as necessary to increase student achievement. The data from the surveys, along with student outcomes, was reviewed at formal LCAP meetings.

Empathy with the student experience was maintained through the school year as teachers and staff surveyed students and parents about the school's program. Believing that surveys only scratch the surface of the school experience, teachers interviewed students to better understand their experience at d.tech. Student panels were held regularly to help the faculty make targeted changes to the academic program.

### Data

Stakeholders reviewed a variety of student outcome data during the LCAP review and development process. The following metrics were reviewed by stakeholders in order to update 2017-18 goals and to identify new areas of need. All data was discussed in order to identify next steps in the development of the LCAP.

#### Data Reviewed:

CALPADS Student Enrollment and attendance Data (Spring 2018)

Student Surveys (Fall 2017, Spring 2018)

Parent Survey (Fall 2017, Spring 2018)

PSAT Data (January 2018)

Suspension and Expulsion Data (Spring 2018)

EL reclassification data (Spring 2018)

#### Response to Feedback

Design Tech continues to practice the tenets of rapid prototyping and Design Thinking as we gathered and responded to stakeholder feedback on our services and programs. If stakeholder feedback and quantitative data identified a need for change the faculty and staff responded quickly to adjust the environment. Examples include:

Expanding the World Language program to include concurrent enrollment courses taught on the d.tech campus.

Adjusting the student schedule to increase student agency and course completion.

Surveying students for intersession interests and recruiting intersession elective teachers based on survey results.

Fall and Spring Student Surveys resulted in a reallocation of resources to provide students with more efficient academic support.

Formal 2017-18 LCAP review and development began in January 2018 and continued through May 30, 2018. Solicitation of community input began before the school opened its doors in August of 2015.

#### Fall 2012

The vision for the school began taking shape in the fall of 2012, when founding team members held a focus group with parents in the San Mateo Union High School District to hear their opinions about their experiences in school. There was a standing room only crowd in the conference room at Burlingame Intermediate School. The session was recorded and the team reviewed the notes. This launched an iterative process in which ideas were shared among various groups leading up to the petition development.

#### Founding Team Begins to Take Shape:

After reviewing the notes from the first meeting a team made up of four teachers, two parents, and one school administrator convened to begin developing a school model that would meet community needs. As the model began to take shape it was shared with parents, teachers, and district administration for feedback and review.

#### Community Meetings:

After receiving feedback from small groups of stakeholders the team held an open forum that outlined some of the key principles of a new school model. The meetings were organized in a way in which the team would present ideas and then community members asked questions and shared their ideas and concerns about the model.

#### Authorizer Engagement:

In addition to engaging with community members, the school's co-founders presented their ideas for a school model to the San Mateo Union High School District school board for their feedback and ideas. This was also an opportunity to begin an even more public dialogue about the school.

Summer 2013

Individual Outreach:

As the school model began to take the shape, the founding team began assembling the ideas into a charter petition and signature gathering began in the summer of 2013. The school also launched a website to share ideas about its vision for education. Signatures were collected throughout the San Mateo Union High School district, and during the signature gathering process the team was able to gain an even better understanding of parent concerns and ideas.

Team members also held a summer design thinking class for local high school students to test a piece of their educational model and gain community feedback. During the summer class an evening session was held in which the team hosted a showing of the documentary "Extreme By Design", during which the audience was asked to share their designs for the ideal school.

October 2013

Charter Approved

In October of 2013 a public hearing was held and approximately 300 people attended and 25 spoke in favor of the charter petition. This was followed by a vote in October in which the charter was approved on a 5-0 vote.

There was considerable outreach to stakeholders prior to the meeting as well.

November 2013 – June 2014:

After the petition was approved, the school began holding information sessions to share the school model and answer questions to work toward implementation hand-in-hand with the community that helped ensure that the charter was approved. The discussions covered elements of the educational model and the funding for the school as there were many questions regarding Design Tech High School's funding in comparison to the per pupil funding allocated to other high schools in the district. The team has held the following information sessions during this time. Spanish translation was provided at many of the meetings, and information about the school was made available in both Spanish and English. We also provided food at all of the meetings to encourage attendance. Meetings were held at

King Center in San Mateo

Taylor Middle School PTO meeting

Beresford Community Center in San Mateo

Burlingame Intermediate School (2x)

Burlingame Library (3x)

Foster City Community Center

Parkside Intermediate School

Parkside Intermediate School PTO

The d.school at Stanford (2x)

Crocker Middle School

Millbrae Community Center

Odyssey Middle School

Parent Coffee talks (San Mateo 2x, Foster City)

June 2014

The initial LCAP was written and approved by the Design Tech School Board. The LCAP was submitted to the school's authorizer and the San Mateo County Office of Education.

A series of meetings were held to develop the 17-18 LCAP:

LCAP Mtg January 2018

Purpose of LCAP committee, review of current LCAP

LCAP Mtg February 2018

Review of academic outcome data

LCAP Mtg April 2018

The LCAP committee met to review survey data and make recommendations.

LCAP Mtg May 2018

The LCAP committee reviewed draft of LCAP committee.

Board Meeting May 2018

Draft of LCAP highlights and actions presented to board for their input.

August 2016 – April 2018

Parents participated in information nights, and community gatherings to provide feedback to the Design Tech staff on the school's programs and services.

School administration held monthly town halls to gather parent feedback.

# Impact on LCAP and Annual Update

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

Our school maintains a strong commitment to design thinking and the idea that we must respond to the needs of our users. This commitment drives us to continually seek out stakeholder feedback and prototype ways to improve our educational program. During these consultations, several key ideas emerged:

Strong commitment to our educational program and student outcomes.

Parents felt a need for improved communication

Additional support for decreasing the suspension rate

Less of a need to focus on the logistics, which should result in an increased focus on the instructional program.

These consultations helped move us toward some of the key aspects of our 2018-19 LCAP, which are:

Stakeholders continued to feel that at this stage in our development our energy should be directed toward refining our programs to meet our goals as opposed to developing new goals.

A committee will be convened to support implementing instructional technology as a solution for personalization.

We will hire an data and technology specialist, a full-time student culture coordinator, and a counselor to develop our @d.tech program for the 2018-19 school year.

We will provide additional intersession support to continue to provide students robust and diverse learning opportunities.

Ongoing involvement of the parent and business community assisted in the identification of emerging areas of need to strengthen student support and achievement.

Early analysis of LCAP goals allowed for fluid response and reallocation of resources to increase student achievement and meet 2017-18 goals.

Gathering feedback and providing direct communication with stakeholders and community members ensured a smooth transition to the new campus.

Examining student demographic data helped stakeholders identify any sub groups which may require special attention during the development of the LCAP.

Review of progress towards goals allowed for revision and identification of other areas of need or student success.

# 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)

New Goal

## Goal 1

Provide all students with high quality classroom instruction and curriculum that promote college and career readiness.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To engage in 21st century learning students need support in building empathetic critical thinking and problem solving skills.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		See attached chart for following annual anticipated performance metrics related to goal. CAASPP test performance when available	See attached chart for following annual anticipated performance metrics related to goal. CAASPP test performance when available UC A-G and college course completion rate	See attached chart for following annual anticipated performance metrics related to goal. CAASPP test performance when available UC A-G and college course completion rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		UC A-G and college course completion rate (4 yr.) English language proficiency rates measured by CELDT and/or ELPAC EL reclassification rate	English language proficiency rates measured by CELDT and/or ELPAC EL reclassification rate High school graduation rate	English language proficiency rates measured by CELDT and/or ELPAC EL reclassification rate High school graduation rate Curiosity Project Data Design Lab implementation data



# 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

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

### 2017-18 Actions/Services

Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law.  
We also believe that education best occurs when it is personalized and active. Teachers should meet students where they are and help them not only master content, but also apply their knowledge in an authentic way. Technology can facilitate this educational philosophy when teachers use it to personalize content to

### 2018-19 Actions/Services

Students will continue to receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law.  
We also believe that education best occurs when it is personalized and active. Teachers should meet students where they are and help them not only master content, but also apply their knowledge in an authentic way. Technology can facilitate this educational philosophy when teachers use it to personalize content to

### 2019-20 Actions/Services

Students will continue to receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law.  
We also believe that education best occurs when it is personalized and active. Teachers should meet students where they are and help them not only master content, but also apply their knowledge in an authentic way. Technology can facilitate this educational philosophy when teachers use it to personalize content to

student needs and place cutting edge tools in the hands of students.  
At Design Tech High School teachers are expected to draw from a repertoire of instructional strategies that will be adapted to individual students. We recognize that each student has different instructional needs, and d.tech allows students to take advantage of a variety of approaches to learning.

student needs and place cutting edge tools in the hands of students.  
At Design Tech High School teachers are expected to draw from a repertoire of instructional strategies that will be adapted to individual students. We recognize that each student has different instructional needs, and d.tech allows students to take advantage of a variety of approaches to learning. To better support this work, d.tech will create an instructional technology task force to identify areas where technology can help better personalize the student experience.

We will also improve our ability to meet the needs of all students by increasing the services provided by our educational specialist and continuing to provide professional development for diversity, equity, and inclusion.

student needs and place cutting edge tools in the hands of students.  
At Design Tech High School teachers are expected to draw from a repertoire of instructional strategies that will be adapted to individual students. We recognize that each student has different instructional needs, and d.tech allows students to take advantage of a variety of approaches to learning. To better support this work, d.tech will create an instructional technology task force to identify areas where technology can help better personalize the student experience.

We will also increase the services provided by our educational specialist to support all learning needs.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,785,625	2,062,082	2,033,305
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Obj code 1100	1000-1999: Certificated Personnel Salaries Obj code 1100	1000-1999: Certificated Personnel Salaries Obj code 1100

## 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

**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

Unchanged Action

**2017-18 Actions/Services**

Create rigorous curriculum and course requirements which meet a-g eligibility and prepare students to enter the UC system upon graduation.

**2018-19 Actions/Services**

Create and maintain rigorous curriculum and course requirements which meet a-g eligibility and prepare students to enter the UC system upon graduation.

**2019-20 Actions/Services**

Create and maintain rigorous curriculum and course requirements which meet a-g eligibility and prepare students to enter the UC system upon graduation.

**Budgeted Expenditures**

Year 2017-18

Amount

0

2018-19

0

2019-20

0

Budget

Reference

Services provided at no additional cost by Design Tech faculty.

Services provided at no additional cost by Design Tech faculty.

Services provided at no additional cost by Design Tech faculty.

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

All

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)

[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

Unchanged Action

**2017-18 Actions/Services**

Continue to build and fund a maker space for students to implement and generalize Design Thinking skills.

**2018-19 Actions/Services**

Continue to build and maintain a maker space for students to implement and generalize Design Thinking skills. Hire additional DRG support staff.

**2019-20 Actions/Services**

Continue to build and maintain a maker space for students to implement and generalize Design Thinking skills. Hire additional DRG support staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	42,000	41,976	28,038
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies Obj code 4352	4000-4999: Books And Supplies Obj code 4352	4000-4999: Books And Supplies Obj code 4352

**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)

Students with Disabilities

Specific Student Groups: Students with Disabilities

**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)

[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

Modified Action

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

Modified Action

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

Modified Action  
Unchanged Action

**2017-18 Actions/Services**

Fund 3.0 FTE educational specialists to meet the needs of students requiring specialized academic instruction. Fund a special education director at .7 to support the education specialists

**2018-19 Actions/Services**

Fund 3.4 FTE educational specialists to meet the needs of students requiring specialized academic instruction. Fund an IEP consultant

**2019-20 Actions/Services**

Fund 3.4 FTE educational specialists to meet the needs of students requiring specialized academic instruction. Fund an IEP consultant

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	261,250	284,000	292,550
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Obj code 1148	1000-1999: Certificated Personnel Salaries Obj code 1148	1000-1999: Certificated Personnel Salaries Obj code 1148

**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)

Students with Disabilities  
Specific Student Groups: Students with Disabilities

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)

[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

Unchanged Action

**2017-18 Actions/Services**

Contract with outside agencies to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.

**2018-19 Actions/Services**

Continue to contract with outside agencies to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.

**2019-20 Actions/Services**

Continue to contract with outside agencies to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	48,430	33,390	34,392
Source	Special Education	Special Education	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5869	5000-5999: Services And Other Operating Expenditures Obj code 5869	5000-5999: Services And Other Operating Expenditures Obj code 5869

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

All

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)

[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 Action

**2017-18 Actions/Services**

Teachers and administration use MAP data from NWEA to monitor student progress and group students to address individual learning needs. Student progress is assessed weekly by teachers through formal and informal classroom assessments. Students' schedules are adjusted every four weeks to meet the student where they are and provide acceleration or more support as needed.

**2018-19 Actions/Services**

Student progress is assessed weekly by teachers through formal and informal classroom assessments.

Develop technology infrastructure to support flexible schedules.

Develop better tools to assess career readiness.

**2019-20 Actions/Services**

Teachers and administration will use CWRA and PSAT data to monitor student progress and group students to address individual learning needs.

Student progress is assessed weekly by teachers through formal and informal classroom assessments.

Develop technology infrastructure to support flexible schedules.

Develop better tools to assess career readiness.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	6,200	30,000	30,900
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5878	5000-5999: Services And Other Operating Expenditures Obj code 5878	5000-5999: Services And Other Operating Expenditures Obj code 5878

## Action 7

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

### Students to be Served:

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

All

[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

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

### Students to be Served:

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

English Learners

[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

Modified Action

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

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

Unchanged Action

### 2017-18 Actions/Services

Use/Purchase/Create CCSS aligned materials.  
Math software subscriptions  
World Language Program  
Reading Recovery software subscriptions

### 2018-19 Actions/Services

Use/Purchase/Create CCSS aligned materials.  
Math software subscriptions  
World Language Program  
Reading Recovery software subscriptions

### 2019-20 Actions/Services

Use/Purchase/Create CCSS aligned materials.  
Math software subscriptions  
World Language Program  
Reading Recovery software subscriptions



CCSS ELA Curriculum  
CCSS Math Curriculum  
CCSS Social Science Curriculum  
CCSS Science Curriculum  
CCSS Health Curriculum

CCSS ELA Curriculum  
CCSS Math Curriculum  
CCSS Social Science Curriculum  
CCSS Science Curriculum  
CCSS Health Curriculum

CCSS ELA Curriculum  
CCSS Math Curriculum  
CCSS Social Science Curriculum  
CCSS Science Curriculum  
CCSS Health Curriculum

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	67,440	57,165	58,880
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Obj code 4320	4000-4999: Books And Supplies Obj code 4320	4000-4999: Books And Supplies 4320

## Action 8

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]

### Location(s):

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

[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)

English Learners

### 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)

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,000	10,000	10,300
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5815	5000-5999: Services And Other Operating Expenditures No additional expenditures to those listed above.	5000-5999: Services And Other Operating Expenditures

### Action 9

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

#### Students to be Served:

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

All

#### Location(s):

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

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

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Continue to provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed.

#### 2018-19 Actions/Services

Continue to provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed.

#### 2019-20 Actions/Services

Continue to provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

# 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)

New Goal

## Goal 2

Support students in creating personalized learning outcomes and building 21st century skills.

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

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To engage in 21st century learning students need support in building empathetic critical thinking and problem solving skills. (This is quantitative and/or qualitative data--metric is named and aligned with appropriate data)

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	this does not change over the years (it's 17-18)	See attached chart for following annual anticipated performance metrics related to goal. A-G and college course passage rates Design Lab Rubrics Curiosity Project Survey Internships/Part-Time Work	See attached chart for following annual anticipated performance metrics related to goal. A-G and college course passage rates Design Lab Rubrics Curiosity Project Survey Internships Concurrent Enrollment	See attached chart for following annual anticipated performance metrics related to goal. A-G and college course passage rates Design Lab Rubrics Curiosity Project Survey Internships Concurrent Enrollment



# 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)

Specific Student Groups: Students with Disabilities

[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

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

### Students to be Served:

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

English Learners

Foster Youth

Low Income

[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 Action

### 2017-18 Actions/Services

Professional development to improve personalized instruction, assessment, and course completion will include:  
Executive Functioning Strategies  
Competency Based Grading with the Stanford Center for Assessment, Learning and Equity (SCALE)

### 2018-19 Actions/Services

Professional development to improve personalized instruction, assessment, and course completion will include:  
  
Competency Based Grading

### 2019-20 Actions/Services

Professional development to improve personalized instruction, assessment, and course completion will include:  
  
Competency Based Grading

<p>Learning Accelerator Addressing the needs of Foster Youth, EL, and Low Income students Strategies to Support Students with IEPs</p>	<p>Addressing the needs of Foster Youth, EL, and Low Income students</p> <p>Strategies to Support Students with IEPs</p> <p>In addition we will continue to improve in the way we assess design lab outcomes.</p> <p>Hire a community learning coordinator to provide additional support to our intersession program and help with the Oracle volunteer program.</p> <p>Hire additional support staff for the DRG</p> <p>Hire staff to help improve our data analysis and build tech infrastructure to support flexible scheduling.</p>	<p>Addressing the needs of Foster Youth, EL, and Low Income students</p> <p>Strategies to Support Students with IEPs</p> <p>In addition we will continue to improve in the way we assess design lab outcomes.</p> <p>Hire a community learning coordinator to provide additional support to our intersession program and help with the Oracle volunteer program.</p> <p>Hire additional support staff for the DRG</p> <p>Hire staff to help improve our data analysis and build tech infrastructure to support flexible scheduling.</p>
--	---	---

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,594	45,000	46,350
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5863	5000-5999: Services And Other Operating Expenditures Obj code 5863	5000-5999: Services And Other Operating Expenditures Obj code 5863

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

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)

[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

Unchanged Action

**2017-18 Actions/Services**

Provide each student with a Chromebook so they may access coursework at their own pace.

**2018-19 Actions/Services**

Provide each student with a Chromebook so they may access coursework at their own pace.

**2019-20 Actions/Services**

Provide each student with a Chromebook so they may access coursework at their own pace.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	82,500	87,764	90,397
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies Obj code 4420	4000-4999: Books And Supplies Obj code 4420	4000-4999: Books And Supplies Obj code 4420

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

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)

[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

Unchanged Action

**2017-18 Actions/Services**

Offer students guidance in course selection in order to gain admittance to a four year college or university.

**2018-19 Actions/Services**

Offer students guidance in course selection in order to gain admittance to a four year college or university.

**2019-20 Actions/Services**

Offer students guidance in course selection in order to gain admittance to a four year college or university.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	163,750	88,000	94,390
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Obj code 1900	1000-1999: Certificated Personnel Salaries Obj code 1900	1000-1999: Certificated Personnel Salaries Obj code 1900

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

**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 Action  
Unchanged Action

#### 2017-18 Actions/Services

Ensure students have achieved  
proficiency in A-G courses.

#### 2018-19 Actions/Services

Ensure students have achieved  
proficiency in A-G courses.

#### 2019-20 Actions/Services

Ensure students have achieved  
proficiency in A-G courses.  
Provide summer school to students who  
are credit deficient.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	147,500	160,000	164,800
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Obj code 1300	1000-1999: Certificated Personnel Salaries Obj code 1300	1000-1999: Certificated Personnel Salaries Obj code 1300

### 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

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

Unchanged Action

### 2017-18 Actions/Services

Provided students and parents with access to a Learning Management System that will allow for personalized scheduling of courses, progress monitoring, and communication of competency based learning expectations.

### 2018-19 Actions/Services

Provide students and parents with access to a Learning Management System that will allow for personalized scheduling of courses, progress monitoring, and communication of competency based learning expectations.

### 2019-20 Actions/Services

Provide students and parents with access to a Learning Management System that will allow for personalized scheduling of courses, progress monitoring, and communication of competency based learning expectations.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	42,194	26,300	27,089
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5881	5000-5999: Services And Other Operating Expenditures Obj code 5881	5000-5999: Services And Other Operating Expenditures Obj code 5881

## Action 6

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

### Students to be Served:

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

### Location(s):

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

All

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 Action  
Unchanged Action

#### 2017-18 Actions/Services

Offer a variety of elective courses taught  
by industry experts in order to assist  
students in post-secondary transition  
success.

#### 2018-19 Actions/Services

Offer a variety of elective courses taught  
by industry experts in order to assist  
students in post-secondary transition  
success.

#### 2019-20 Actions/Services

Offer a variety of elective courses taught  
by industry experts in order to assist  
students in post-secondary transition  
success.  
Hire an internship coordinator to help 12th  
graders find additional opportunities for  
real-world learning.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	330,000	307,627	262,236
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5829	5000-5999: Services And Other Operating Expenditures Obj code 5829	5000-5999: Services And Other Operating Expenditures Obj code 5829

# 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)

New Goal

## Goal 3

Ensure that all students and their families have a safe, inclusive, and clean environment, in which to learn and thrive.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Students need a supportive and engaging environment in which to learn

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		See attached chart for following annual anticipated performance metrics related to goal. Attendance rate Chronic absenteeism rate Dropout rate Suspension rate Expulsion rate	See attached chart for following annual anticipated performance metrics related to goal. Attendance rate Chronic absenteeism rate Dropout rate Suspension rate Expulsion rate	See attached chart for following annual anticipated performance metrics related to goal. Attendance rate Chronic absenteeism rate Dropout rate Suspension rate Expulsion rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		High school graduation rate Facility Inspection Tool (FIT)	High school graduation rate	High school graduation rate

## 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)

[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

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)

Foster Youth  
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)

### 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

Unchanged Action

2017-18 Actions/Services

Provide students with access to a School Safety Advocate to address social and emotional needs while at school.

2018-19 Actions/Services

Provide students with access to a School Safety Advocate to address social and emotional needs while at school.

2019-20 Actions/Services

Provide students with access to a School Safety Advocate to address social and emotional needs while at school.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	57,680	58,926	60,694
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5880	5000-5999: Services And Other Operating Expenditures Obj code 5880	5000-5999: Services And Other Operating Expenditures Obj code 5880

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

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)

[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 Action

### 2017-18 Actions/Services

Contract with janitorial and surveillance service to ensure a clean and safe campus.

### 2018-19 Actions/Services

Contract with janitorial and surveillance service to ensure a clean and safe campus.

### 2019-20 Actions/Services

Contract with janitorial and surveillance service to ensure a clean and safe campus.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	84,079	96,600	99,498
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5510 & 5520	5000-5999: Services And Other Operating Expenditures Obj code 5510 & 5520	5000-5999: Services And Other Operating Expenditures Obj code 5510 & 5520

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

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)

[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

Unchanged Action

#### 2017-18 Actions/Services

Provide students and parents with orientation activities and year-long information sessions to assist families in building school success skills.

#### 2018-19 Actions/Services

Provide students and parents with orientation activities and year-long information sessions to assist families in building school success skills.

#### 2019-20 Actions/Services

Provide students and parents with orientation activities and year-long information sessions to assist families in building school success skills.

### Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	10,609	2,000	2,060
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Obj code 5851	5000-5999: Services And Other Operating Expenditures Obj. code 5851	5000-5999: Services And Other Operating Expenditures Obj code 5851

#### Action 4

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

##### Students to be Served:

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

All

##### Location(s):

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

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)

[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 Action  
Unchanged Action

##### 2017-18 Actions/Services

Provide students with social emotional, diversity, and restorative justice activities and interventions to maintain a cohesive community.

##### 2018-19 Actions/Services

Provide students with social emotional, diversity, and restorative justice activities and interventions to maintain a cohesive community.

##### 2019-20 Actions/Services

Provide students with social emotional, diversity, and restorative justice activities and interventions to maintain a cohesive community. Provide attendance coordinator with tools to help support students in attending school regularly.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	87,600	93,262	95,481
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Obj code 2200	2000-2999: Classified Personnel Salaries Obj code 2200	2000-2999: Classified Personnel Salaries Obj code 2200

**Action 5****OR****Actions/Services**

	Hire an additional school counselor to develop the @d.tech advisory curriculum	Continue to refine the advisory program
--	--	---

**Budgeted Expenditures**

Amount		85,750	88,322
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Obj code 1900	1000-1999: Certificated Personnel Salaries Obj code 1900

**Action 6****OR****Actions/Services**

	Hire a full-time student culture coordinator to work with the Diversity, Equity, and Inclusion team to decrease suspensions and help all students feel safe and included.	Provide all students with a safe and inclusive environment as we continue DEI work.
--	---	---

**Budgeted Expenditures**

Amount		121,250	124,887
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Obj code 1900	1000-1999: Certificated Personnel Salaries Obj code 1900

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$88,387

Percentage to Increase or Improve Services

1.80%

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).

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$85,030

Percentage to Increase or Improve Services

1.84%

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).

Funds will be used in 2017-18 to provide the supplemental service to unduplicated students:

1.0 School Safety Advocate (\$56,000)

ELL Coordinator (\$16,000)

Summer School (\$45,000)

Additional services will be provided based on emerging needs of unduplicated pupils.

These LCAP actions and services total the minimum proportionality percentage and only represent a portion of the actions and services that were provided as part of our comprehensive program to ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners.

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, 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/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; 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.
  - 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?

*Prepared by the California Department of Education, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,233,451.00	3,230,167.00	3,233,451.00	3,691,092.00	3,644,569.00	10,569,112.00
	75,440.00	0.00	0.00	0.00	0.00	0.00
LCFF	1,939,499.00	2,093,742.00	2,014,939.00	2,533,435.00	2,518,219.00	7,066,593.00
Locally Defined	460,700.00	446,631.00	460,700.00	467,367.00	411,571.00	1,339,638.00
Other	448,132.00	360,941.00	448,132.00	372,900.00	387,837.00	1,208,869.00
Special Education	309,680.00	328,853.00	309,680.00	317,390.00	326,942.00	954,012.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,233,451.00	3,230,167.00	3,233,451.00	3,691,092.00	3,644,569.00	10,569,112.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,358,125.00	2,392,537.00	2,358,125.00	2,801,082.00	2,798,254.00	7,957,461.00
2000-2999: Classified Personnel Salaries	87,600.00	200,500.00	87,600.00	93,262.00	95,481.00	276,343.00
4000-4999: Books And Supplies	191,940.00	181,416.00	191,940.00	186,905.00	177,315.00	556,160.00
5000-5999: Services And Other Operating Expenditures	595,786.00	455,714.00	595,786.00	609,843.00	573,519.00	1,779,148.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,233,451.00	3,230,167.00	3,233,451.00	3,691,092.00	3,644,569.00	10,569,112.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,785,625.00	1,789,562.00	1,785,625.00	2,269,082.00	2,246,514.00	6,301,221.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	65,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	311,250.00	228,750.00	311,250.00	248,000.00	259,190.00	818,440.00
1000-1999: Certificated Personnel Salaries	Special Education	261,250.00	309,225.00	261,250.00	284,000.00	292,550.00	837,800.00
2000-2999: Classified Personnel Salaries	LCFF	87,600.00	91,000.00	87,600.00	93,262.00	95,481.00	276,343.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	27,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	82,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	67,440.00	55,000.00	67,440.00	57,165.00	58,880.00	183,485.00
4000-4999: Books And Supplies	Locally Defined	0.00	126,416.00	124,500.00	129,740.00	118,435.00	372,675.00
5000-5999: Services And Other Operating Expenditures	LCFF	124,500.00	158,180.00	74,274.00	113,926.00	117,344.00	305,544.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	8,000.00	228,215.00	336,200.00	337,627.00	293,136.00	966,963.00
5000-5999: Services And Other Operating Expenditures	Other	66,274.00	49,691.00	136,882.00	124,900.00	128,647.00	390,429.00
5000-5999: Services And Other Operating Expenditures	Special Education	336,200.00	19,628.00	48,430.00	33,390.00	34,392.00	116,212.00
		136,882.00					
		48,430.00					

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,218,945.00	2,235,071.00	2,218,945.00	2,518,613.00	2,488,365.00	7,225,923.00
Goal 2	774,538.00	836,410.00	774,538.00	714,691.00	685,262.00	2,174,491.00
Goal 3	239,968.00	158,686.00	239,968.00	457,788.00	470,942.00	1,168,698.00

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