

# 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	Contact Name and Title	Email and Phone
Wallis Annenberg High School (WAHS)	Rebecca Handzel, Principal	rhandzel@accelerated.org 323-235-6343

## 2017-20 Plan Summary

### The Story

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

Wallis Annenberg High School (WAHS)—made possible by a generous \$10 million gift from Wallis Annenberg and the Annenberg Foundation—opened in 2003. Today, WAHS serves approximately 500 9th-12th grade students, and according to U.S. News and World Report in 2019, is ranked 308<sup>th</sup> amongst all high schools in the state of California.

Each of our high school students is encouraged to achieve personal success, a strong sense of self and community, along with a deep appreciation for the art of learning. These accomplishments are achieved in an environment designed to enable all students to accelerate their progress and achieve at high levels through powerful learning experiences.

Our graduates are empowered to become critical thinkers and life-long learners who are prepared to enter—and succeed—at the college of their choice.

### LCAP Highlights

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

This year's LCAP will focus on recruiting, training, and retaining highly qualified teachers. Training of teachers involves an emphasis on Common Core aligned instruction in all classrooms, by focusing on literacy and critical thinking.

The LCAP will also focus on establishing a positive, college going culture amongst students, which includes a culture of learning and respect. We will increase student engagement and create a positive school culture to increase average daily attendance which is currently at 91%. We will also implement a multi-tiered system of support (MTSS) including academic intervention such as Positive

Behavior Intervention System (PBIS) and restorative justice practices in order to meet the needs of all students, especially English Learners and students with disabilities.

Finally, the LCAP will focus on a clean and safe school environment and the authentic engagement of parent and community voices.

## 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

According to the **U. S. News and World Report** Wallis Annenberg High School is ranked 308<sup>th</sup> within California. Students have the opportunity to take Advanced Placement course work and exams. The AP participation rate at Wallis Annenberg High School is 48%. The total minority enrollment is 100%, and 97% of students are economically disadvantaged. Wallis Annenberg High School is 1 of 249 high schools in the Los Angeles Unified School District.

The current **reclassification rate** of 27.8% for 2018-19 school year was mainly due to the hiring of an ELD coordinator in the second semester of the 2017-2018 school year and the success of the ELD's coordinators rapid implementation of the ELD improvement plan. In September of 2018 the ELD coordinator left but WAHS is in the process of hiring an ELD/ELA Humanities coach for the 2019-2020 school year.

Our school has established a **partnership with Los Angeles Trade Technical College (LATTC)**. We are leveraging this partnership to provide students with opportunities to take a variety of college level courses at minimal to no expense. This will allow students to gain skills and knowledge for a variety of STEM careers, business entrepreneurship, and other exciting areas of study. They will also earn college credits as they do so, including joining an internship program that also provides college credit in addition to an invaluable opportunity to develop the soft skills of leadership and communication. In the first semester of the 2018-2019 school year, LATTC professors taught one Business class and one Political Science class. Students enrolled in the Political Science class also received high school credit for Government and Economics. In the second semester of 2018-2019, students were able to enroll in a Business class.

According the Fall of 2018 CA Schools Dashboard WAHS was rated high (green) on **suspension rates**. This was a significant improvement to the Fall of 2017 CA Schools Dashboard in which WAHS was rated low (orange) on **suspension rates**. This is in part related to efforts of the WAHS admin team, faculty, and supervision staff communicating high and clear expectations for all students early in the school year, creating a plan of early intervention including alternatives to suspension, PBIS, and the use of restorative practices.

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

According to Wallis Annenberg High School's internal data the average daily attendance (ADA) is 91%. To address this, WAHS will work to increase student engagement in classrooms and school environment. By increasing student engagement, we hope to address both the ADA and our chronic absenteeism (2017-18, 15.1%). In addition, the WAHS Admin Team, including a new Social and Emotional Counselor (SES), will have parent workshops to address student absenteeism, provide schoolwide instruction for all students regarding the effects of absenteeism and strategies to improve and/or get help, and create a detailed plan of interventions for chronically absent students.

According to the Fall 2018 CA Schools Dashboard, WAHS was rated low (orange) on **Graduation Rates**. In order to address this area of need, WAHS will hire one additional Academic Counselor and one Social and Emotional Counselor (SES), to support our students; in addition to our current Student College and Career Counselor (part-time), Academic Counselor and Academic Dean for the 2019-20 school year. Collectively, these staff members will ensure WAHS graduates are on their pathway to being Prepared for College/Career Indicator per CA Dashboard.

Based on LCAP stakeholder surveys, one of WAHS's identified needs is to increase our course catalogue to offer a broader course of study to our students. Parents and students want a broader course of study so students can be more competitive when applying to colleges. For 2019-20, WAHS will increase additional Honors and AP courses to students, as well as dual enrollment courses through our partnership with LATTIC. To ensure students continue to pass the Advanced Placement Exams with a score of three and above, enrichment support will be provided before/after school and on Saturdays. The additional staff will help monitor student performance and to ensure all stakeholders are working to support students on their progress towards becoming critical thinkers and life-long learners who are prepared to enter—and succeed—at the college of their choice.

The 2017-18 **reclassification rate** of 27.8% mainly due to the hiring of an ELD coordinator in the second semester of the 2017-2018 school year and the success of the ELD's coordinators rapid implementation of the ELD improvement plan. In order to maintain and improve our Reclassification rate of EL students and increase EL students' performance, WAHS will hire an ELD/ELA Humanities coach for the 2019-2020 school year.

Increase student performance on the ELA and Math CAASPP results. According to CAASPP results (2017-18), 11<sup>th</sup> grade WAHS students met or exceeded **Math proficiency** standards at a rate of 17% which is slightly lower than LAUSD schools' 11<sup>th</sup> grade average of 23%, and significantly lower than the CA state average of 31%. In order to address this area of need, we hired a Math Coach in early 2018 to develop a vertical plan to ensure the progression and effective learning of math material and skills from 6<sup>th</sup> through 12<sup>th</sup> grade and assists with effective lesson planning and design and oversees the development and implementation of an effective math diagnostic system (iReady). We will also

hire an ELD/ELA Humanities coach for the 2019-2020 school year to assist with increasing the level of rigor for ELA and ELD instruction to increase student success.

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**

The indicators that fall in this category have already been addressed above (Greatest Needs).

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**

The school is in the process of hiring an ELD/ELA Humanities Coach who will work to expand our ELD programs, classroom instruction, resources, and supports. See detail in “Greatest Progress” Section above.

The school has hired an additional Academic Counselor to support and improve the academic and socioemotional services that are provided to our students.

The school has hired a Math Coach who will work to support and improve our math programs, classroom instruction, resources, and supports. See details in “Greatest Needs” Section above.

The school has hired a Special Education Administrator to support and improve the academic and socioemotional services that are provided to our students with disabilities. He will oversee the support providers and maintain the compliance of the special education program.

The school has hired a Social and Emotional Counselor (SES) to provide additional support and interventions for all students.

The school has hired a Chief Academic Officer. This person will oversee the academic programs and ensure that quality, effective, and systematic instruction is occurring in the classrooms.

The school has a partnership with Los Angeles Trade Tech College (LATTTC). See details in “Greatest Progress” section above.

# Budget Summary

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

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures For LCAP Year	\$ 6,069,667
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 6,069,667

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.

[Add text here]

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total Projected LCFF Revenues for LCAP Year	\$ 6,033,246

# Annual Update

LCAP Year Reviewed: 2018–19

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

Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 and 5

Local Priorities: 1, 2, and 7

## Annual Measurable Outcomes

Expected	Actual
100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization and Primary language (Spanish) authorization as defined by the CA Commission on Teaching Credentialing	86% (24 out of 28) teachers held a valid CA Teaching Credential in 2017-18.
100% of teachers will be appropriately assigned and fully credentialed	86% of teachers were fully credentialed and were appropriately assigned.
100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	100% of students had access to standards-aligned materials and additional instructional materials.
100% of teachers will receive PD in CCSS and implement Units of Study in the classrooms	The organization focused on CCSS PD for the Math teachers in response to the SBAC Math results from 2017-18, in which only

Expected

Actual

	<p>17% of students in 11<sup>th</sup> grade met or exceeded standards on the assessment. Therefore, PD in CCSS was geared toward 18% (5 out of 28) teachers (the entire Math department)</p>
<p>Reclassification rates will meet or exceed that of LAUSD</p>	<p>The reclassification rate for 2018-2019 school year was 27.8%, up from 7.9% from 2017-18. The significant growth in reclassification rate was due mainly to personnel tasked specifically to working with the EL Program. We hope to maintain the by hiring a new ELD/ELA Humanities coach for the 2019-2020 school year.</p>
<p>100% of unduplicated students and SWD will have access to CA CCSS aligned curriculum</p>	<p>100% of unduplicated students and SWD had access to CA CCSS aligned curriculum in Math and ELA content areas. However, we will focus on increasing the level of instructional rigor for both ELA and math through support of the instructional math and ELA/ELD coach. WAHS is focusing on the implementation of NGSS in the 2019-2020 school year.</p>
<p>100% of students, including EL students, Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.</p>	<p>100% of students gained academic content knowledge through the implementation of the CA CCSS in Math and ELA/ELD content areas. WAHS is focusing on the implementation of NGSS in the 2019-2020 school year.</p>
<p>75% of students within all subgroups, including Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards.</p>	<p>State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 70% State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 17%</p>
<p>EL students, including those with IEP’s, will achieve the following measurable outcomes each year:</p>	<p>The number of students in the EL student group was “insignificant”, meaning that the number of students tested was not large enough to be reported, so no CAASPP (ELA and Math) data was available for the 2017-2018 school year.</p>

Expected

Actual

EL Subgroup	ELA	MATH		2018-2019 longitudinal internal data reflects that 13% of our EL students in 11 <sup>th</sup> grade are reading at or above grade level and 12% of our EL students in Mathematics are on or above grade level.
2014-15	70%	69%		
2015-16	80%	79%		
2016-17	90%	89%		
2017-18	100%	99%		
2018-19	100%	100%		
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 75%				Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 70%
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 40%				Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 17%
Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC: 80%				Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC: 80%
Pupil Engagement – school attendance rates: At or above 96%				Pupil Engagement – school attendance rates: At or above 91 %
Course Access: Programs and services are developed and provided to unduplicated pupils and students with disabilities				Course Access: Programs and services were developed and provided to unduplicated pupils and students with disabilities



## 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>Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and BTSA</p>	<p>Instructional staff were provided with professional development focused on supporting all students including English Learners and SWD. Math PD focused on the implementation of the CCSS. Across the curriculum, teachers focused on strategies to enhance writing skills and foster critical thinking.</p>	<p>\$101,462 – Base \$77,717 - S &amp; C \$13,079 - Federal \$158,260 – Cert. Wages &amp; Benefits \$2,949 – Classified Wages &amp; Benefits \$500 – Books/Supp. \$30,550 – Operating Expenses</p>	<p>\$6,753– Base \$239,706 - S &amp; C <b>\$62,153 – Federal Title 1 (Professional Development)</b> \$302,107t. Wages &amp; Benefits \$2,341 – Classified Wages &amp; Benefits \$664 – Books/Supp. \$3,500 – Operating Expenses</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed</p>	<p>86% (24 out of 28) teachers held a valid CA Teaching Credential in 2017-18. Moving forward, WAHS will ensure that 100% of teachers are highly qualified, appropriately credentialed and properly placed.</p>	<p>\$0</p>	<p>\$0</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide planning time for teachers to review and revise Curriculum Based Units of Study and ensure the alignment with the CCSS for both ELA and Math	Provided planning time for teachers to review and revise Curriculum Based Units of Study and ensure the alignment with the CCSS for both ELA and Math in PD and during common Prep planning time with departments. Planning time needs to be more frequent.	\$24,779 – Base \$22,763 – Cert. Wages & Benefits \$2,016 – Classified Wages & Benefits	\$3,975 – Base \$141,099– S & C \$145,074 - Cert. Wages & Benefits

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide effective, systematic and organized instruction to all students throughout the school day	Provided effective, systematic and organized instruction to all students throughout the school day	\$393,141 – Base \$122,988 - Other State \$516,129 – Cert. Wages & Benefits	\$819,705 – Base \$154,856 - Other State \$980,203 – Cert. Wages & Benefits

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extend the school day by providing targeted Language Arts and Math intervention before school and/or after school through small group tutoring services using research-based practices and pre/post assessments	Extended the school day by providing targeted Language Arts and Math tutoring before school and/or after school. Used research-based practices and pre/post assessments. Targeted intervention was also provided by way of Math support and advisory classes that supported students in ELA and Math.	\$21,004 – S & C \$53,302 - Federal \$21,953 – Cert. Wages & Benefits \$759 – Classified Wages & Benefits \$1,850 – Books/Supp. \$49,744 – Operating Expenses	\$19,969 – S&C <b>\$72,724 – Federal Title 1 (Supplies)</b> \$2,622 – Cert. Wages & Benefits \$1,024 – Classified Wages & Benefits \$3,053 – Books/Supp. \$85,995 – Other Operating Costs

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with high quality intervention materials needed to support students struggling in Language Arts and math.	Provided teachers with high quality intervention materials needed to support students struggling in Language Arts and math. This includes iReady (Math and ELA), CPM curriculum, Math Support classes, and ELA and Math intervention advisory classes.	\$7,500 – S & C \$13,436 - Federal \$20,936 – Books/Supp.	\$21,556 – S&C \$95,148 – Federal Title 1 (Supplies) \$116,714 – Certificated Wages & Benefits

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ELD instruction to students at each level of EL proficiency: 55 minutes at the high school level	Provided ELD instruction to students at each level of EL proficiency. Average of 60 minutes per day.	\$2,632 – Base \$72,783 – S & C \$75,415 – Cert. Wages & Benefits	\$2,070 – Base \$73,478 – S & C \$73,501 – Cert. Wages & Benefits \$2,047 Classified Wages

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Promote retention of content learned through the implementation of a summer ELA and Math program for students entering 9-12th grade</p>	<p>Need to expand 9th grade Summer Bridge program and provide greater diversity of summer curriculum to include enrichment as well as remediation.</p>	<p>\$42,605 - Federal            \$29,693 – Cert. Wages &amp; Benefits            \$7,596 – Classified Wages and benefits            \$5,316 – Operating Expenses</p>	<p>\$233 Base            \$8,279 S&amp;C  <b>\$5,675 Federal Title 1 (Alternative Interventions/Supports)</b>            \$6,890 Cert. Wages and Benefits            \$2,341 Classified Wages and Benefits            \$4,957 Operating Expenses</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement college activities to support and Implement college program to support and promote a college-going culture in high school</p>	<p>Implemented college activities to support and Implement college program (STEM Escalera to support and promote a college-going culture in high school. Need to increase college-readiness activities and awareness in the 2019-2020. This need will be supported by the newly hired Academic Counselors and Academic Dean.</p>	<p>\$2,356 – S &amp; C            \$2,356 – Certificated Wages &amp; Benefits</p>	<p>\$722 - Base            \$25,646 – S &amp; C            \$13,200– Certificated Wages &amp; Benefits            \$13,168 – Classified Wages and Benefits</p>

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional instruction on Saturdays to support students struggling in Language Arts and Math.</p>	<p>Saturday school was implemented, but not consistently. Saturday school is a priority for the 2019-2020 school year and will include remediation as well as enrichment opportunities.</p>	<p>\$16,780 – Federal            \$9,955 – Cert. Wages &amp; Benefits            \$759 – Classified Wages &amp; Benefits            \$750 – Books/Supp.            \$5316 – Operating Expenses</p>	<p>\$511 – Base            \$18,143 – S&amp;C  <b>\$24,132 – Federal Title 1 (Alternative Intervention / Support)</b>            \$35,793 – Cert. Wages &amp; Benefits            \$1,024 – Classified Wages &amp; Benefits            \$1,012 – Books/Supp.            \$4,957 – Operating Expenses</p>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide training in restorative justice, SRI, Project GLAD, phonemic awareness and phonics programs and training to implement Khan Academy Math and Science software programs</p>	<p>Provided training to some, but not all staff in restorative justice practices. Training in Project GLAD was not provided nor was training in Khan Academy Math or Science software programs. MTSS training, including expanded restorative justice training will be provided to faculty in 2019-2020 and will be a focus for the newly hired Academic Dean.</p>	<p>\$117,859 – S &amp; C            \$88,531 – Cert. Wages &amp; Benefits            \$5,250 – Books/Supp.            \$24,078 – Operating Expenses</p>	<p>\$500 - Base            \$17,761 – S &amp; C            \$20,142 – Cert. Wages &amp; Benefits            \$750 – Operating Expenses</p>

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Professional Learning Community Committee's – Leadership, Culture, ELD, safe and civil - to support the mission and vision of the school	WAHS implemented Professional Learning Community Committee's to include the Instructional Leadership Team, Teacher PLC's through department, ELAC, Safe and Civil Committee, WASC committee to support the mission and vision of the school.	\$7,500 – S & C \$29,855 - Federal \$30,403– Cert. Wages & Benefits \$6,203 – Classified Wages & Benefits \$250 – Books/Supp. \$500 – Operating Expenses	\$156 – Base \$5,544 – S & C <b>\$ 2,242 – Federal Title 1 (Professional Development)</b> \$6,625 – Cert. Wages & Benefits \$1,317 – Classified Wages & Benefits

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop high functioning before or after school program in supporting student preparation for college and career	Developed high functioning before or after school program in supporting student preparation for college and career. This includes PIPER, MESA (Mathematics Engineering and Science Association), as well as Youth Policy Institute programs	\$12,200 – Base \$8,189 – Cert. Wages & Benefits \$4,031 – Classified Wages & Benefits	\$2,489 – Base \$1,172 – Cert. Wages & Benefits \$1,317 – Classified Wages & Benefits

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment opportunities for students during the school day as well as during afterschool programs, including	Developed high functioning before or after school program in supporting student preparation for college and career.	\$6,992 – Base \$193,355 – S & C	\$4,267 – Base \$151,479 – S & C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities to take honors and Advanced Placement courses in each content area	This includes MESA (Mathematics Engineering and Science Association) as well as Youth Policy Institute programs. WAHS is considering Pre-AP courses and will be expanding their AP course offerings to include AP Geography at the 9 <sup>th</sup> grade level.	\$137,527 – Cert. Wages & Benefits \$14,820 – Classified Wages and Benefits \$16,250 – Books/Supp. \$31,750 – Operating Expenses	\$143,881 – Cert. Wages & Benefits \$4,315 – Classified Wages and Benefits \$3,500 – Books/Supp. \$4,050 – Operating Expenses

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental materials and resources to support students in an AVID-Like setting	Did not consistently provide AVID-like materials and resources for students.	\$2,550 – Base \$70,524 – S & C \$70,825- Certificated Wages & Benefits \$2,250 – Books/Supp.	\$584– Base \$20,734 – S & C \$17,237 - Certificated Wages & Benefits \$1,024 – Classified Wages and Benefits \$3,057 – Books/Supp.

## Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Targeted special education supports ensuring the success of students with disabilities and enhanced outside resources to provide for their individual needs. Continue providing early interventions to reduce special education referrals using our RTI model through a learning lab or similar program. Maintain supplemental support specialists</p>	<p>With the support of Direct Ed, we were able to provide targeted special education supports ensuring the success of students with disabilities and enhanced outside resources to provide for their individual needs. We continued to provide early interventions to reduce special education referrals using our RTI model, SSPT interventions, targeted interventions through iReady in ELA and Math, Math Support or similar program.</p>	<p>\$9,520 – Base            \$263,253 – S &amp; C            \$267,772 – Other State            \$90,462 – Federal            \$287,202 – Cert. Wages &amp; Benefits            \$99,276 – Classified Wages and Benefits            \$5,250– Books/Supp.            \$239,278 – Operating Expenses</p>	<p>\$14,006 – Base            \$497,176 – S &amp; C            \$282,973 – Other State  <b>\$496,909 – Federal Title 1 (Teacher Extra Pay)</b>            \$305,651 – Cert. Wages &amp; Benefits            \$86,366 – Classified Wages and Benefits            \$105 – Books/Supp.            \$3498,942 – Operating Expenses</p>

## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Director of Curriculum and Instruction will support the alignment of CA CCSS standards and the goals of the school</p>	<p>Director of Curriculum and Instruction supported the alignment of CA CCSS standards and the goals of the school</p>	<p>\$9,254 – S &amp; C            \$37,015 - Federal            \$45,269 – Cert. Wages &amp; Benefits            \$1000 – Operating Expenses</p>	<p>\$1,219 – Base            \$43,273 - S &amp; C            \$44,492 – Cert. Wages &amp; Benefits</p>



## Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement the CA CCSS and offer a rigorous course of study with aligned instructional materials, resources and supplies	Implemented the CA CCSS in Mathematics and offer a rigorous course of study with aligned instructional materials, resources and supplies	A: \$174,196	A: \$76,606
		LCFF Funds State	LCFF Funds State
		A: Books & Supplies	A: Books & Supplies

## Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an after-school program to serve all students including low income, at-risk and unduplicated students	Provided an after-school program to serve all students including low income, at-risk and unduplicated students	\$0	\$0

## Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify, recruit, place and orient staff to carry out the work of the school and provide them with the financial administration to assist in carrying out their goals of educating our students	The school identified, recruited, placed and oriented staff to carry out the work of the school and provide them with the financial administration to assist in carrying out their goals of educating our students	A: \$164,037 B: \$45,693 C: \$4,500 D: \$11,750	A: \$294,481 B: \$161,408 C: \$2,050 D: \$11,000
		LCFF Funds	LCFF Funds
		A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses

## Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Administrators will develop and enforce attendance standards and rules. Administrators will target and meet with 100% of truant students' parents/guardians monthly to advise them of their students' needs and responsibilities and consult with appropriate outside officials when required</p>	<p>Administrators worked to enforce attendance standards and rules. Administrators met with truant students' parents/guardians to advise them of their students' needs and responsibilities and consulted with appropriate outside officials when required</p>	<p>A: \$24,908 B: \$44,500 C: \$17,727</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: \$23,405 B: \$24,696 C: \$10,113</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

## Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide funding for library clerk to help fulfill the primary expectations of serving all students including the students of low income and unduplicated count</p>	<p>Provided funding for library clerk to help fulfill the primary expectations of serving all students including the students of low income and unduplicated count</p>	<p>A: \$6,267 B: \$664 C: \$500 D: \$1,000</p> <p>LCFF Funds</p> <p>A: Classified Wages B: Employee Benefits C: Books &amp; Supplies D: Operating Expenses</p>	<p>A: \$0 B: \$0 C: \$0 D: \$1,000</p> <p>LCFF Funds</p> <p>A: Classified Wages B: Employee Benefits C: Books &amp; Supplies D: Operating Expenses</p>

## Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure and monitor that physical education is occurring at the school site</p>	<p>The school ensured and monitored that physical education is occurring at the school site</p>	<p>A: \$151,131 B: \$51,088 C: \$17,500</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits C: Books &amp; Supplies</p>	<p>A: \$134,094 B: \$30,440 C: \$0</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits C: Books &amp; Supplies</p>

## Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide high quality substitutes to support classroom instruction when teachers are out.</p>	<p>Provided high quality substitutes to support classroom instruction when teachers are out. However, some substitutes were asked not to return through the agencies with which they worked.</p>	<p>A: \$80,000 B: \$4,000 C: \$15,988 D: \$131,500</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>	<p>A: \$29,833 B: \$11,651 C: \$9,036 D: \$400,883</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>

## Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives	Frequently monitored, assessed, and reviewed progress of EL students with IEPs toward gaining English Language proficiency and modified instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives	<p>A: \$ 17,793 B: \$5,839</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits</p>	<p>A: \$ 15,957 B: \$3,622</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits</p>

## Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Frequently monitor, assess and review students' grades and progress toward concept mastery for all students and subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students	Frequently monitored, assessed and reviewed students' grades and progress toward concept mastery for all students and subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students	<p>A: \$66,812 B: \$10,472 C: \$23,586</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: \$60,000 B: \$10,289 C: \$15,620</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

## Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities	Provided curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities	<p>A: \$24,165 B: \$2,943 C: \$8,509 D: \$7,500</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies</p>	<p>A: \$28,097 B: \$1,714 C: \$6,711 D: \$0</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies</p>

## Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send appropriate teachers to Advanced Placement training prior to classes beginning	Sent appropriate teachers to Advanced Placement training prior to classes beginning	<p>A: \$7,500</p> <p>LCFF Funds</p> <p>A: Books &amp; Supplies</p>	<p>A: \$8,995</p> <p>LCFF Funds</p> <p>A: Books &amp; Supplies</p>

## 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.

WAHS attempted to staff all positions with appropriately credentialed teachers however, only 86% of our teachers were fully credentialed. Moving forward, WAHS projects that 100% of the teachers for the 2019-2020 school year will be highly qualified and have an appropriate teaching credential. The implementation of STEM Escalera during the 2018-2019 school year allowed our students, grades 9-12, to experience a curriculum designed for students of underserved communities as well as first generation college going students. Students in need of additional intervention in ELA or Math, based on their iReady diagnostic scores, were provided an opportunity for support in an ELA or Math advisory class that was taught by credentialed teachers.

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

There were several notable improvements in students as measured by state accountability and local measures. The College Career Indicator for students identified as Prepared increase from 51.6% to 53.4% in 2017-18. Students demonstrated incremental growth in the ELA Indicator from 2017 to 2018 and remained at the "High" status in the Student Group-Five by Five Placement. In terms of our local assessments with the iReady, the iReady College Career Readiness (CCR) intervention classes were supported as being successful by the continued collection of data. After the 3<sup>rd</sup> and final diagnostic, 19 students exited Reading Intervention and 47 students exited Math Intervention. These students were placed in a STEM Escalera CCR for the remainder of the school year.

Conversely, the overall SBAC scores in ELA and math decreased, as well as overall Advanced Placement Exam percentage of students with Score of 3 and Above down from 81% to 71% from 2017-18. As we retain more teachers, we will work to increase the level of instructional rigor in alignment with Common Core State Standards and to increase teacher effectiveness in the classroom with administrative and programmatic support.

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.

The actions for the current goal will be adjusted and continued to be implemented and monitored to improve whole child outcomes. Comprehensive state, district and local assessment and data points will continue to be analyzed and used to guide the decisions made by the administrative team. These decisions will continue to align with and support our mission and vision at Wallis Annenberg to ensure our graduates are college and career ready.

## Goal 2

WAHS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1 and 2

### Annual Measurable Outcomes

Expected	Actual
100% of school facilities are maintained in good repair	A majority of school facilities were maintained in good repair. The gym, however, needs increased maintenance.
100% of identified Required Corrections will be corrected within three months	100% of identified Required Corrections were corrected within three months
100% of students, including EL students, Students with Disabilities, African American students, socioeconomically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.	100% of students, including EL students, Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students, gained academic content knowledge through the implementation of the CA CCSS in Mathematics and English Language Arts. This will be expanded to include Science during the 2019-2020 school year.
75% of students within all subgroups, including Students with Disabilities, African American students, socioeconomically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards.	Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 70% Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 17%
Implementation of State Standards: SBAC – ELA Met/Exceeded: 75%	Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 70%



Expected

Implementation of State Standards: SBAC – Math Met/Exceeded:  
40%

Implementation of State Standards: English Learner (RFEP)  
Progress in ELA on SBAC: 80%

Actual

Implementation of State Standards/Pupil Achievement: SBAC –  
Math Met/Exceeded: 17%

Implementation of State Standards: English Learner (RFEP)  
Progress in ELA on SBAC: 80%

## 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>Custodial and grounds services will ensure school is clean. They will create a well-kept environment that supports that maximization of student learning. Maintenance and repairs of school facilities are done in a timely manner to help ensure a quality learning environment for our students.</p>	<p>Custodial and grounds services ensured that the school is clean. They created a well-kept environment that supports that maximization of student learning. Maintenance and repairs of school facilities were done in a timely manner to help ensure a quality learning environment for our students.</p>	<p>A: \$136,213 B: \$28,499 C: \$23,500 D: \$170,675</p>	<p>A: \$126,566 B: \$24,598 C: \$16,534 D: \$136,689</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Classified Wages B: Employee Benefits C: Books &amp; Supplies D: Operating Expenses</p>	<p>A: Classified Wages B: Employee Benefits C: Books &amp; Supplies D: Operating Expenses</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional development to improve instructional practices in the classroom for all students, in particular, English learners, SWD and struggling students</p>	<p>Provided professional development to improve instructional practices in the classroom for all students, in particular, English learners, SWD and struggling students</p>	<p>A: \$24,165 B: \$3,029 C: \$8,949</p>	<p>A: \$28,097 B: \$1,654 C: \$6,699</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement ELD Learning Community to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners	Implemented an ELD Learning Community to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners	A: \$9,996 B: \$4,500 C: \$3,221 D: \$250	A: \$0 B: \$2,511 C: \$488 D: \$2,999
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.	The school purchased Rosetta Stone to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc. The school will purchase additional ELD curriculum for the 2019-20 school year.	A: \$16,112 B: \$1,472 C: \$5,068 D: \$29,866	A: \$15,273 B: \$857 C: \$3,634 D: \$0
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology department maintains oversight of software programs, providing technology support for those programs, to deliver PD for all software programs and to oversee the expansion of technology at the school site to meet testing requirements – expanding infrastructure and programs; acquiring hardware, software and equipment. Provide support to enhance and utilize technology available and provide PD to teachers on using the tools available to enhance instruction</p>	<p>The technology department maintained oversight of software programs, provided technology support for those programs, delivered PD for all software programs and oversaw the expansion of technology at the school site to meet testing requirements – expanding infrastructure and programs; acquiring hardware, software and equipment. Provided support to enhance and utilize technology available. Through teacher survey feedback, WAHS leadership team determined that teachers wanted to improve the use of technology in instruction. This type of PD will be implemented in the 2019-2020 school year.</p>	<p>A: \$65,159 B: \$18,999 C: \$108,100 D: \$3,250</p>	<p>A: \$0 B: \$57,551 C: \$11,185 D: \$13,026 E: \$49,206</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School supports will include utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school</p>	<p>School supports included utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school</p>	<p>A: \$72,200 B: \$842,054</p>	<p>A: \$52,270 B: \$344,570</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Books &amp; Supplies B: Operating Expenses</p>	<p>A: Books &amp; Supplies B: Operating Expenses</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Food services will provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforcing good nutrition practices through services and nutritional information regarding child nutrition	Food services will provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforcing good nutrition practices through services and nutritional information regarding child nutrition	\$0	\$0

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement systems and opportunities to support nutritional, mental, and physical health of students – use PFT as one of the evaluation metrics	Implemented systems and opportunities to support nutritional, mental, and physical health of students – use PFT as one of the evaluation metrics	A: \$1,034 B: \$4,663 C: \$1,309	A: \$4,545 B: \$0 C: \$1,032
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train and maintain safety and supervision staff and implement an emergency preparedness program	Trained and maintained safety and supervision staff and implemented an emergency preparedness program	A: \$19,144 B: \$69,175 C: \$17,656	A: \$15,636 B: \$83,526 C: \$19,782
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits

## Analysis

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

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

The Wellness Committee has been formed to ensure the creation and maintenance of a school environment which supports healthy lifestyle choices. It is comprised of administrators, parents, teachers, and other staff, including the School Health Coordinator.

WAHS continues the use of the Rosetta Stone program to support EL students and additionally the EDGE curriculum. WAHS is currently looking into adopting the English 3D program to provide additional support to our LTEL population. An ELD coordinator was hired who implemented progress monitoring with the SRI as well as push in academic support and the development of ELD classes. Professional development was also provided specific to the use of ELD strategies in all of the classroom. Strategies and coaching will continue in 2019-2020 with the addition of an ELD/ELA Humanities Coach. Our EL students also have access to electronic translation through iPads.

WAHS continues to ensure our students are fully equipped with 21<sup>st</sup> Century skill through the expansion of technology integration in the classroom with increased one-to-one devices for each student as well as other tech tools and to provide additional tech training for teachers, such as Google Classroom, Illuminate, Newsela, Breakout EDU etc.

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

Reclassification rates increased from 7.9% in 2017-18 to 27.8% in 2019-20. Teachers continued to receive strategies and support for EL students in professional development and we continued to monitor the progress of English Learners through iReady, SRI, and Rosetta Stone. We recognize the need for continued support to provide our English Learners target interventions to see significant progress in Reading and Math skill sets. WAHS will continue to hire an ELA/ELD coach to support the work of our EL students and help monitor our RFEP students for the four years after their reclassification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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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 work to expand the integration of technology into the classroom with additional training for teachers and to support implementation in the classroom. We will also work closely to review EL status as well as RFEP student performance throughout the year by reviewing grades, assessment results and access to a-g course offerings. We will ensure our new academic and SEL counselors provide the necessary support to ensure student success. There will be additional monitoring for effectiveness and more attention paid to each of the actions and services. There will be more discussions and data (evidence) will be analyzed on a more ongoing basis to ensure compliance and effective implementation of programs, actions and services.



# Goal 3

WAHS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: 3 and 8

## Annual Measurable Outcomes

Expected	Actual
Maintain parent representation on the School Based Council (SBC) and the English Language Advisory Committee (ELAC)	Maintained parent representation on the School Site Council (SSC). Due to ineligibility, the parent representative that was selected for the English Language Advisory Committee (ELAC) was unable
Maintain parent representation on the Board of Trustees	Did maintain parent representation on the Board of Trustees.
Conduct a minimum of six Parent Meetings per year July – June; to include one parent/teacher conference day and one Student Led Conference (SLC's) day	Conducted at least 6 parent Meetings in 2019-2020 which includes Back-to-School night, parent/teacher conferences and several Coffees with the Principal. Student led conferences did not occur, rather parents of at-risk students met with teacher teams to discuss intervention strategies.
100% of meetings will have necessary parent representation	We did not have 100% parent representation at 100% of meetings, mainly ELAC meetings and the final few SSC meetings. Because of this, the meetings were identified as informational only and we were not able to vote on agenda items.
Administrators will develop a calendar to include Parent Meetings; collaboratively design objectives and agendas for Parent Meetings	A calendar of parent meetings was distributed to all parents in August, objectives and agendas were collaboratively created

Expected

Actual

	with key staff members, with the intention to include parents in this process moving forward.
Every 2 years, SBC & ELAC elections are held for parents to serve as new members on each committee; meetings for each committee are held 6 times a year	SBC & ELAC elections were held for parents to serve as new members on each committee; meetings for each committee are held 6 times a year
Full implementation of Multi-Tiered System for Behavior – Matrix	Multi-Tiered System for Behavior was implemented at early stages without fidelity by Dean of Interventions and the Admin Team.
Suspension and expulsion rates will remain below 2%	Suspension and expulsion rates did not remain below 2%
Parental Involvement: Administer surveys to gain parent input and promote parental involvement in various programs at the school site	LCAP Stakeholders surveys were provided to parents. Parent meetings were held throughout the year with morning Coffee with the Principal meetings and evening parent meetings/parent conferences. PowerSchool training was provided to support parents in gaining access to student information. In addition to administering parent surveys, parents were given the opportunity to provide input in real time during coffee with the principal and monthly parent meetings.
School Climate - Suspension/Expulsion Rates: Less than 1% / 0%	School Climate - Suspension/Expulsion Rates: above the 1% expected outcome.
Pupil Outcomes: The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	Pupil Outcomes: The adopted course of study for grades 9-12 is inclusive and offers courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

## 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
Implement Learning Community committees to support discipline and positive behavior support plan	Implemented Learning Community committees to support discipline and positive behavior support plan	A: \$50,808 B: \$3,209 C: \$17,072 D: \$250	A: \$50,561 B: \$1,654 C: \$11,819 D: \$74
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports – WAHS Culture Committee Currency System through PBIS	Safe and Civil committee worked to implement a positive behavior intervention system, restorative justice, classroom interventions, and a discipline matrix. This work will continue in the 2019-2020 school year with additional implementations including a school wide PBIS program.	A: \$27,199 B: \$3,029 C: \$9,459 D: \$1,500	A: \$24,266 B: \$1,654 C: \$5,830 D: \$0
		LCFF Funds Federal	LCFF Funds Federal
		A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures</p>	<p>Safe and Civil committee worked to implement a positive behavior intervention system, restorative justice, classroom interventions, and a discipline matrix. This work will continue in the 2019-2020 school year with additional implementations including a school wide PBIS program.</p>	<p>A: \$85,184 B: \$14,981 C: \$28,259 D: \$1,500</p>	<p>A: \$68,204 B: \$1,408 C: \$15,757 D: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Through field trips and classroom guest speakers students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.</p>	<p>Through field trips and classroom guest speakers' students participated in learning experiences beyond the classroom.</p>	<p>A: \$15,945 B: \$5,510 C: \$6,435 D: \$3,000 E: \$25,000</p>	<p>A: \$17,557 B: \$4,716 C: \$4,902 D: \$0 E: \$74,523</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment.</p>	<p>WAHS held an award ceremony to honor student attendance in support of the efforts to increase school attendance and reduce chronic absenteeism.</p>	<p>A: \$12,083 B: \$4,099 C: \$3,950</p>	<p>A: \$14,048 B: \$3,189 C: \$4,509</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Employee Benefits C: Books &amp; Supplies</p>	<p>A: Certificated Wages B: Employee Benefits C: Books &amp; Supplies</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide program to support high school students to reduce at risk students dropping out – i.e counseling club, monthly check-in with counselor, shields for families counseling groups</p>	<p>Provided program to support high school students to reduce at risk students dropping out – i.e check-in with counselors, YPI tutoring and mentoring, and targeted academic interventions. In 2019-2020 WAHS hired a social emotional learning counselor, 2 additional academic counselors, and an academic dean to provide support for at risk students.</p>	<p>A: \$8,592 B: \$4,038 C: \$3,622 D: \$2,000 E: \$1,500</p>	<p>A: \$9,056 B: \$2,205 C: \$2,485 D: \$0 E: \$0</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low-income students; Main office will act as a liaison with the community</p>	<p>Provided parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low-income students; Main office acted as a liaison with the community</p>	<p>A: \$37,263 B: \$88,183 C: \$41,107 D: \$1,750 E: \$2,000</p>	<p>A: \$60,606 B: \$61,497 C: \$25,710 D: \$0 E: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books &amp; Supplies E: Operating Expenses</p>

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain anti-bullying efforts and positive school culture at the school site by building efficacy in our student and teacher led organizations (i.e. S.A.F.E. &amp; student council)</p>	<p>Maintained anti-bullying efforts and positive school culture at the school site. Provided school wide training for anti-bullying. However, we need to build efficacy in our student and teacher led organizations</p>	<p>A: \$19,860 B: \$6,000 C: \$7,537 D: \$1,500</p>	<p>A: \$22,125 B: \$1,654 C: \$5,343 D: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create and implement community service program for students	Created and implement community service program for students (i.e. Teen Court)	A: \$9,031 B: \$4,038 C: \$3,756	A: \$11,793 B: \$2,205 C: \$3,106
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement sports programs for students	Implemented various sports program for students	A: \$30,300 B: \$5,705 C: \$9,000	A: \$3,257 B: \$739 C: \$13,838
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Employee Benefits C: Books & Supplies	A: Certificated Wages B: Employee Benefits C: Books & Supplies

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school will create a program to honor and recognize student for various achievements.</p>	<p>The school created a program to honor and recognize student for various achievements and has plans to continue this practice during the 2019-2020.</p>	<p>A: \$12,083            B: \$4,099            C: \$1,000            D: \$8,000</p>	<p>A: \$14,048            B: \$3,189</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Books &amp; Supplies            B: Operating Expenses</p>	<p>A: Certificated Wages            B: Employee Benefits</p>



## Analysis

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

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

The school began working diligently to implement a positive school culture including restorative practices. Much groundwork was laid but implementation was not effectively lifted off the ground; however, MTSS is a schoolwide focus for the 2019-2020 school year. The Academic Dean will play a large role in creating, training, and implementing PBIS as well as working with members of the Safe and Civil positive school culture by focusing on restorative practices, PBIS and family counseling. Additional awards ceremonies for student performance, academic and attendance incentives, and student and faculty acknowledgements are planned for the 2019-2020 school year. We will also continue with programs such as Red Ribbon Week, School Spirit Week, festivals, to increase positive school culture. Sports programs are offered to both male and female students such as basketball, volleyball, softball, and soccer.

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

The LCAP survey results show that there is a continued request for more extracurricular activities as well as an increased positive school environment. Wallis Annenberg High School will continue the progress moving forward with MTSS to provide a safe and positive learning environment that celebrates the accomplishments of our students. Students report that there is a lack of extracurricular activities in which to participate. The school will provide more opportunities for students to participate in extracurricular/enrichment programs and activities such as Teen Court, STEM Escalera, Student Council class during the regular course offerings which will provide more school time activities, and a stronger partnership with Youth Policy Institute (YPI) to streamline our services for the students with college tours and before/afterschool intervention and enrichment activities.

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.

WAHS hired an Academic Dean and two additional Academic Counselors to continue the work done on MTSS and student support. In the 2019-2020 school year data will be gathered and analyzed frequently to monitor the success of this program as well as determine further adjustments needed. Actions 5,6, and 8

# 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?

As part of the planning process for this LCAP/Annual Review and Analysis, we consulted with a diverse group of stakeholders in the following ways:

**School Based Council:** Reviewed, discussed, and provided feedback on each section of the LCAP.

**Leadership Team:** Provided schoolwide areas of strength and areas of growth which were used to adjust LCAP goals, actions, and services.

**English Learner Advisory Council:** Reviewed, discussed, and provided feedback on sections of the LCAP involving English Learner Support

**Parents:** Feedback on our school's performance on the 8 state priorities collected from:

- > LCAP survey
- > Title 1 Survey
- > Feedback/discussions from Coffee with the Principal

**Students:** Feedback on our school's performance on the 8 state priorities collected from LCAP survey

**Teachers:** Feedback on our school's performance on the 8 state priorities collected from LCAP survey

## Impact on LCAP and Annual Update

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

The consultations listed above allowed us to identify specific goals and actions on the LCAP that needed more attention. We also used the collected data from these different sources to ensure that our LCAP and SPSA were in alignment, and that the goals in each document were aligned with the most urgent needs of our school.

Specifically, most feedback demonstrated that we need to have an increased emphasis on Goal 3 this upcoming year. Goal 3 along with its actions and services were planned to effectively support a positive, welcoming, safe and supportive school environment with the involvement of parents, students, and community voices in enhancing school success. The implementation of these actions and services were unsatisfactory necessitating a need for further attention.

# 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

Increase student academic achievement to ensure college and career readiness

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

State Priorities: 1, 4, 7, and 8

### Identified Need:

- 100% of students do not currently perform at or above grade level in Math and Language Arts.
- An achievement gap exists for at-risk students, including English learners (EL), Low Income (LI) and Students with Disabilities (SWD)
- College and career readiness skills and grade level proficiency in ELA/SLA and Math to afford students the ability to access the curriculum and comprehend/master content area instruction
- WAHS will take pride in providing a clean, safe and well-maintained environment and will continue to maintain Williams Act compliant facilities so that students are afforded clean, safe, and well-maintained atmosphere with sufficient resources provided
- Interventions and support must be provided to English learners to increase the reclassification rate of LTEL's in order for all students to have full access to the core curriculum

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services - Highly Qualified/Credentialed teachers	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	68%	75%	80%	85%
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	30%	40%	45%	50%
Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC	76%	80%	85%	90%
Course Access	Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services are developed and provided to unduplicated pupils and students with disabilities
Basic Services - Facilities	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair
Course of Study	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

New

#### 2017-18 Actions/Services

1.1 (1) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

#### 2018-19 Actions/Services

1.1 (2) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

#### 2019-20 Actions/Services

1.1 (3) 100% of all teachers are fully credentialed and properly assigned

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$123,037 B: \$3,491 C: \$48,760 D: \$500 E: 18,050	A: \$241,425 B: \$2,489 C: \$79,248 D: \$500 E: \$6,300	A: \$2,870,000 B: \$85,000 C: \$1,015,000 D: \$

Year	2017-18	2018-19	2019-20
Source	LCFF Funds Federal	LCFF Funds Federal	LCFF Funds Federal
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D:



## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

### Actions/Services

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

Unchanged

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

Unchanged

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

New

#### 2017-18 Actions/Services

1.2(1) Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed

#### 2018-19 Actions/Services

1.2(2) Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed

#### 2019-20 Actions/Services

1.2(3) Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	A: \$245,000 B: \$ C: \$ D: \$
Source	N/A	N/A	LCFF Funds
Budget Reference	N/A	N/A	A: Books & Supplies B:

Year

2017-18

2018-19

2019-20

C:  
D:

## Action 3

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

### Students to be Served:

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

Students with Disabilities

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

New

### 2017-18 Actions/Services

1.3(1) Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program for both ELA and Math

### 2018-19 Actions/Services

1.3(2) Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program for both ELA and Math

### 2019-20 Actions/Services

1.3(3) Provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs. Maintain supplemental support specialists

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$31,770 B: \$2,019 C: \$7,543	A: \$122,298 B: \$0 C: \$38,563	A: \$120,000 B: \$
Source	LCFF Funds	LCFF Funds Federal	LCFF Funds Federal

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: B:

## Action 4

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

### Students to be Served:

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

### Location(s):

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

All

All Schools

## Actions/Services

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

Unchanged

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

Unchanged

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

New

### 2017-18 Actions/Services

1.4(1) Provide effective, systematic and organized instruction to all students throughout the school day

### 2018-19 Actions/Services

1.4(2) Provide effective, systematic and organized instruction to all students throughout the school day

### 2019-20 Actions/Services

1.4(3) Provide high quality substitutes to support classroom instruction

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$761,207 B: \$4,415	A: \$801,604 B: \$4,160	A: \$250,000 B: \$

Year	2017-18	2018-19	2019-20
	C: \$258,676 D: 22,266	C: \$277,218 D: \$11,516	
Source	LCFF Funds State	LCFF Funds State	LCFF Funds
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Other Operating Costs B:

**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)

English Learners

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

1.5(1) Extend the school day by providing targeted ELA and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessment data

**2018-19 Actions/Services**

1.5(2) Extend the school day by providing targeted ELA and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessment data

**2019-20 Actions/Services**

1.5(3) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$ 40,797 B: \$1,472 C: \$11,485 D: \$24,116 E: \$42,380	A: \$3,379 B: \$1,387 C: \$861 D: \$13,366 E: \$31,975	A: \$ B: \$ C: \$ D: \$ E: \$
Source	LCFF Funds	LCFF Funds State	See 1.04

Year	2017-18	2018-19	2019-20
	State		
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: B: C: D: E:

## Action 6

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)

All

### Scope of Services:

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

Schoolwide

### Location(s):

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

WAHS

### Actions/Services

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

Unchanged

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

Unchanged

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

New

### 2017-18 Actions/Services

1.6(1) Provide teachers with high quality intervention materials needed to support students struggling in ELA and math at the elementary and middle school levels

### 2018-19 Actions/Services

1.6(2) Provide teachers with high quality intervention materials needed to support students struggling in ELA and math at the elementary and middle school levels

### 2019-20 Actions/Services

1.6(3) Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$15,500	A: \$8,000	A: \$70,000 B: \$20,000
Source	LCFF Funds Federal	LCFF Funds Federal	LCFF Funds
Budget Reference	A: Books & Supplies	A: Books & Supplies	A: Certificated Wages B: Employee Benefits



# Action 7

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)

All

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

WAHS

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**1.7(1)** Provide ELD instruction to students at each level of EL proficiency: 30 - 45 minutes at the elementary level

**2018-19 Actions/Services**

**1.7(2)** Provide ELD instruction to students at each level of EL proficiency: 30 - 45 minutes at the elementary level

**2019-20 Actions/Services**

**1.7(3)** Provide funding for Library Clerk to help fulfill the primary expectation of serving all students including the students of low income and unduplicated count

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$120,773 B: \$34,496 C: \$52,464 D: \$4,800	A. \$67,716 B. \$2,773 C. \$23,337 D. \$11,516	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: B: C: D:

# 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)

All

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**1.8(1)** Promote retention of content learned through summer ELA and Math programs for students entering grades K-6

**2018-19 Actions/Services**

**1.8(2)** Promote retention of content learned through summer ELA and Math programs for students entering grades K-6

**2019-20 Actions/Services**

**1.8(3)** School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$59,975 B: \$11,991 C: \$13,185 D: \$5,388	A: \$53,342 B: \$2,489 C: \$12,048 D: \$4,957	A: \$785,000 B: \$36,000 C: \$25,000 D: \$
Source	LCFF Funds Federal	LCFF Funds Federal	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operational Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operational Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D:

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,636,625

34.58 %

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

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

The following actions/services are intended to increase and improve the services for unduplicated pupils:

- Provide funding for library clerk
- Purchase materials and resources to support ELD programs and reclassified students

The above actions and services provide the support and organization to increase and improve the performance of our unduplicated pupils – in particular, our low-income students and our English learners. By providing high quality instructional materials to teachers, and by providing funding for a library clerk, these students will participate in an organized program that is principally directed towards their academic improvement and will provide them with the instructional services that will contribute to improved educational outcomes.

# 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

Increase student engagement and whole child outcomes

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

State Priorities: 5, 6, and 8

### Identified Need:

- Policies and procedures (review and revise policies and procedures regarding SSPT practices)
- Multi-Tiered system of Supports for Behavior
- All students including EL students, Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students, will demonstrate a commitment to uplift the community.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate - Suspension/Expulsion Rates	1.0% / 0%	Less than 1% / 0%	Less than 1% / 0%	Less than 1% / 0%
Pupil Outcomes	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)
Pupil Engagement – school attendance rates	94.52%	At or above 96%	At or above 98%	At or above 98%

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

New

#### 2017-18 Actions/Services

2.1 (1) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

#### 2018-19 Actions/Services

2.1 (2) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

#### 2019-20 Actions/Services

2.1 (3) Implement college and career activities to support and promote a college-going culture

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$130,250 B: \$22,022 C: \$20,100 D: \$70,893	A: \$139,536 B: \$11,655 C: \$88,878	A: \$120,000 B: \$12,000 C: \$ D: \$



Year	2017-18	2018-19	2019-20
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Classified Wages & Benefits B: Books & Supplies C: Operating Expenses	A: Classified Wages B: Employee Benefits C: D:

## Action 2

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

### Students to be Served:

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

All

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

### Actions/Services

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

Unchanged

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

Unchanged

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

New

### 2017-18 Actions/Services

**2.2(1)** Provide professional development to improve instructional practices in the classroom for all students, in particular, English learners, SWD and struggling students

### 2018-19 Actions/Services

**2.2(2)** Provide professional development to improve instructional practices in the classroom for all students, in particular, English learners, SWD and struggling students

### 2019-20 Actions/Services

**2.2(3)** Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio-emotional support

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$24,165 B: \$3,029 C: \$8,949	A: \$27,571 B: \$1,654 C: \$9,889	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	See 1.06

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: B: C: D:

# Action 3

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

**STUDENTS TO BE SERVED:**

(SELECT FROM ENGLISH LEARNERS, FOSTER YOUTH, AND/OR LOW INCOME)

ALL

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**2.3(1)** Implement ELD Learning Community to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners

**2018-19 Actions/Services**

**2.3(2)** Implement ELD Learning Community to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners

**2019-20 Actions/Services**

**2.3(3)** Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$9,996 B: \$4,500 C: \$3,221 D: \$250	A: \$6,943 B: \$3,040 C: \$2,378 D: \$250	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	See 1.06

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: B: C: D:

# Action 4

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)

All

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

**2.4(1)** Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

**2018-19 Actions/Services**

**2.4(2)** Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

**2019-20 Actions/Services**

**2.4(3)** Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$16,112 B: \$1,472 C: \$5,068 D: \$29,866	A: \$16,146 B: \$1,387 C: \$5,281 D: \$19,116	A: \$75,000 B: \$ C: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Other Operating Costs B: C:

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ N/A

N/A %

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).

N/A



# 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

Improve practices supporting effective student instruction

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

State Priorities: 2

### Identified Need:

- Provide professional development in the areas of NGSS, intervention, CA CCSS, technology, and data analysis - Internal data shows that students need intervention in the areas of Math and Language Arts
- Provide professional development in EL programs to all teachers to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students
- Provide ELD Portfolio training and implement ELD Portfolio Review twice a year in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	68%	75%	80%	85%
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	30%	40%	45%	50%
Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC	76%	80%	85%	90%

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

New

#### 2017-18 Actions/Services

**3.1(1)** Implement Learning Community committees to support discipline and positive behavior support plan

#### 2018-19 Actions/Services

**3.1(2)** Implement Learning Community committees to support discipline and positive behavior support plan

#### 2019-20 Actions/Services

**3.1(3)** Provide instructional staff with professional development to support classroom core and supplemental instruction including but not limited to the implementation of CCSS, NGSS, technology, and data analysis

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$50,808 B: \$3,209 C: \$17,072 D: \$250	A: \$43,579 B: \$1,654 C: \$14,975 D: \$250	A: \$85,000 B: \$ C: \$ D: \$

Year	2017-18	2018-19	2019-20
Source	LCFF Funds	LCFF Funds	LCFF Funds Federal
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Other Operating Costs B: C: D:

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools - ACES

### Actions/Services

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

Modified

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

Unchanged

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

New

#### 2017-18 Actions/Services

**3.2(1)** Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports

#### 2018-19 Actions/Services

**3.2(2)** Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports

#### 2019-20 Actions/Services

**3.2(3)** Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$27,199 B: \$3,029 C: \$9,459 D: \$1,500	A: \$21,525 B: \$1,654 C: \$7,588 D: \$1,500	A: \$ B: \$ C: \$
Source	LCFF Funds Federal	LCFF Funds Federal	See 3.01

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses	A: B: C:

# Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools - ACES

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.3(1)** Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures

**2018-19 Actions/Services**

**3.3(2)** Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures

**2019-20 Actions/Services**

**3.3(3)** Implement Learning Community Committee’s to support the mission and vision of the school – to prepare students to attend the college of their choice

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$85,184 B: \$14,981 C: \$28,259 D: \$1,500	A: \$78,077 B: \$14,438 C: \$27,965 D: \$1,500	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	See 3.01

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: B: C: D:



# Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools - ACES

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.4(1)** Through field trips and classroom guest speakers students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.

**2018-19 Actions/Services**

**3.4(2)** Through field trips and classroom guest speakers students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.

**2019-20 Actions/Services**

**3.4(3)** Extend the school day by providing targeted interventions before and after school through small group tutoring services using research-based practices and pre/post assessment data

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$15,945 B: \$5,510 C: \$6,435 D: \$3,000 E: \$25,000	A: \$15,804 B: \$5,245 C: \$6,415 D: \$3,000 E: \$18,000	A: \$5,000 B: \$ C: \$ D: \$ E: \$

Year	2017-18	2018-19	2019-20
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: C: D: E:

# 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)

All

**Location(s):**

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

All Schools - ACES

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.5(1)** Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment

**2018-19 Actions/Services**

**3.5(2)** Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment

**2019-20 Actions/Services**

**3.5(3)** Provide additional instruction on Saturdays to support struggling students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$12,083 B: \$4,099 C: \$3,950	A: \$13,786 B: \$4,760 C: \$3,950	A: \$10,000 B: \$ C: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Certificated Wages B: Employee Benefits	A: Certificated Wages B: Employee Benefits	A: Certificated Wages B:

Year

2017-18

2018-19

2019-20

C: Books & Supplies

C: Books & Supplies

C:

# Action 6

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools - ACES

**Actions/Services**

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

Modified

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.6(1)** Provide program to support high school students to reduce at risk students dropping out – i.e counseling club, monthly check-in with counselor, shields for families counseling groups

**2018-19 Actions/Services**

**3.6(2)** Provide program to support high school students to reduce at risk students dropping out – i.e counseling club, monthly check-in with counselor, shields for families counseling groups

**2019-20 Actions/Services**

**3.6(3)** Provide planning time for teachers to promote the academic and social/emotion success of students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$8,592 B: \$4,038 C: \$3,622 D: \$2,000 E: \$1,500	A: \$5,06 B: \$2,205 C: \$2,102 D: \$2,000 E: \$1,500	A: \$ B: \$
Source	LCFF Funds Federal	LCFF Funds	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: B:

# 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

**Location(s):**

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

All Schools - ACES

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.7(3)** Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low income students; Main office will act as a liaison with the community

**2018-19 Actions/Services**

**3.7(2)** Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low income students; Main office will act as a liaison with the community

**2019-20 Actions/Services**

**3.7(3)** Provide field trips and classroom guest speakers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$37,263 B: \$88,183 C: \$41,107 D: \$1,750 E: \$2,000	A: \$61,910 B: \$68,238 C: \$44,638 D: \$1,750 E: \$0	A: \$8,000 B: \$ C: \$ D: \$ E: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Other Operating Costs B: C: D: E:



# 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)

All

**Location(s):**

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

All Schools - ACES

**Actions/Services**

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

Unchanged

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.8(1)** Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy

**2018-19 Actions/Services**

**3.8(2)** Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy

**2019-20 Actions/Services**

**3.8(3)** Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$19,860 B: \$6,000 C: \$7,537 D: \$1,500	A: \$19,938 B: \$3,715 C: \$7,309 D: \$1,500	A: \$10,000 B: \$ C: \$ D: \$ E: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses	A: Other Operating Costs B: C: D: E:

# 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):

All Schools - ACES

**Actions/Services**

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

New

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

Unchanged

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

New

**2017-18 Actions/Services**

**3.9(1)** Create community service program for 6<sup>th</sup> grade students

**2018-19 Actions/Services**

**3.9(2)** Create community service program for 6<sup>th</sup> grade students

**2019-20 Actions/Services**

**3.9(3)** Offer summer program to support the academic growth of all students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A: \$9,031 B: \$4,038 C: \$3,756	A: \$13,333 B: \$2,205 C: \$4,729	A: \$25,000 B: \$
Source	LCFF Funds	LCFF Funds	Federal
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B:

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ N/A

N/A %

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).

N/A

# 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 4

Increase parent engagement, involvement, and satisfaction

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

State Priorities: 3

### Identified Need:

- Provide space for parents to collaborate and support student success – parent center
- Provide additional opportunities for parents to be engaged at the school site

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Involvement	Develop and administer surveys to gain parent input that will support decision making efforts at the school site	Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site	Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site	Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

### Actions/Services

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

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

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

New

**2019-20 Actions/Services**

**4.1(3)** Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			A: \$5,000 B: \$ C: \$ D: \$
Source			Federal

Year	2017-18	2018-19	2019-20
Budget Reference			A: Other Operating Costs B: C: D:



## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**4.2(3)** Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			A: \$ B: \$ C: \$
Source			See 4.01

Year

2017-18

2018-19

2019-20

Budget  
Reference

--

--

A:
B:
C:

# Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**4.3(3)** Provide school and classroom materials to parents of low-income and foster youth – e.g. backpacks, notebooks, folders, pens, pencils, paper, etc.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			A: \$20,000 B: \$ C: \$ D: \$
Source			LCFF Funds

Year

2017-18

2018-19

2019-20

Budget  
Reference

[Empty box for Budget Reference 2017-18]

[Empty box for Budget Reference 2018-19]

A: Books & Supplies  
B:  
C:  
D:

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ N/A

N/A %

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).

N/A

# 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: [lcf@cde.ca.gov](mailto:lcf@cde.ca.gov).*

### **Plan Summary**

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

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

### **Budget Summary**

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

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

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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



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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

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

## Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## **Planned Actions/Services**

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

#### Actions/Services

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

#### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - 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?