

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
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2017-20 Plan Summary

The Story

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

Santa Rosa Academy is a public, independent charter school serving 1,575 students in grades TK-12. Established in 2005, Santa Rosa Academy provides a flexible and innovative learning environment with site based, home school, and combination programs to meet the individual needs of each student. Santa Rosa Academy is highly regarded for academic excellence and places an equal emphasis on character to effectively develop lifelong learners and productive citizens. Santa Rosa Academy offers STEM instruction for students in grades K-12 and provides students with opportunities to complete CTE pathways.

Santa Rosa Academy's student population is comprised of 6.3% Students with Disabilities, 23.1% Socioeconomically Disadvantaged, 0.4% English Learners, and 0.1% Foster Youth.

Percent of total enrollment per student group are as follows:

- 5.1% African American
- 2.3% Asian
- 33% Hispanic or Latino
- 53.7% White
- 3.4% Two or More Races

LCAP Highlights

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

Goal 1: Achieve academic excellence in core content areas

This goal was identified based on student performance on CAASPP and the CA Schools Dashboard as well as through formal and informal observation of students and teachers. Actions planned to

address this need include ongoing personalized staff development with the utilization of two grade span specific instructional support/coaching providers and the continued implementation and adoption of standards aligned curriculum.

Goal 2: Address personalized learner needs

This goal was identified based on student performance on CAASPP and CA Schools Dashboard as well as climate surveys of students, parents and staff. Actions planned to address this need include providing additional services in a multi-tiered system of supports and a continued effort to improve student sense of school connectedness and satisfaction with course offerings.

Review of Performance

Greatest Progress

71.42% of students in Grade 11 scored standard met/standard exceeded in English Language Arts. Santa Rosa Academy's graduation rate remains 100% resulting in a performance level of Blue for the Graduation Rate Indicator.

Last year, Santa Rosa Academy saw an increase in Hispanic student performance in English Language Arts as indicated by the CA School Dashboard with a student performance level of Green (Increased 5.2 points).

97% of parents responded with a high rating of satisfaction with the overall school program and the CTE program continues to grow with additional classes and increased articulation with Mount San Jacinto College.

Greatest Needs

For the Fall 2017 Dashboard, the All Students performance level for the Suspension Rate indicator was Orange due to a 0.5% increase with African American and Asian student groups receiving a red performance indicator. Also, overall achievement in English Language Arts and Mathematics continues to be an identified area for improvement for students. Students with Disabilities and African Americans were Orange for their performance in ELA and mathematics and Socioeconomically Disadvantaged students were Orange for mathematics. Goals 1 and 2 specifically target these needs with continued professional development for teachers and standards aligned curriculum in addition to individualized support services for struggling students for both academics and behavior.

Performance Gaps

No performance gaps were identified.

Increased or Improved services

To increase and improve services for English learners, the ELD provider will attend additional professional development opportunities so that EL students can be provided with the most effective instruction during designated English language development. EL progress will be closely monitored by the EL support provider.

To increase and improve services for Socioeconomically Disadvantaged students, additional

behavioral support will be provided and progress will be monitored closely through our multi-tiered system of supports.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 14,334,830
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,150,475

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.

Expenditures not included in in the LCAP include operation costs for facility and personnel salaries with health and welfare benefits.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 13,239,827

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Achieve academic excellence in core content areas.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Annual SARC :
100% teachers appropriately assigned
Maintain 100% access to instructional materials as new programs are adopted

Annual SARC:
100% teachers appropriately assigned
Maintain 100% access to instructional materials as new programs are adopted

CDE Self-Reflection Tool:
Full implementation and sustainability of ELA/ELD CA CCSS
Full implementation of Math CCSS
Initial implementation of NGSS
Beginning Development of HSS
Initial Implementation of CTE
Initial Implementation of Identifying the professional learning needs of individual teachers.
Beginning Development for providing support for teachers on the standards they have not yet mastered.

CDE Self-Reflection Tool:
Full implementation and sustainability of ELA/ELD CA CCSS
Full implementation of Math CCSS
Initial implementation of NGSS
Beginning Development of HSS
Initial Implementation of CTE
Initial Implementation of Identifying the professional learning needs of individual teachers.
Beginning Development for providing support for teachers on the standards they have not yet mastered.

Expected

Actual

SBS Math % Standard Met/Exceeded Increase 2% or more	SBS Math % Standard Met/Exceeded 40.66% - Goal met
SBS ELA % Standard Met/Exceeded Increase 2% or more	SBS ELA % Standard Met/Exceeded 58% - decrease by 1%
Academic Indicator Math K-8: All Students Green or Blue (increase by 5 or more) SED Yellow (increase by 18 or more) SWD Yellow (increase by 18 or more) AA Yellow (increase by 18 or more) Hispanic Yellow (increase by 18 or more) W Green or Blue (decline by less than 1 or improve by 1 or more)	Academic Indicator Math K-8: All students Yellow (Maintained) SED Orange (Maintained) SWD Orange (Declined Significantly) AA Orange (Declined Significantly) HIS Yellow (Increased 6.6) W Yellow (Declined 4.4)
Academic Indicator ELA K-8: All students Green or Blue (decline by less than 1 or improve by 1 or more) SED Green or Blue (decline by less than 1 or improve by 1 or more) SWD Green or Blue (increase by 7 or more) AA Green or Blue (decline by less than 1 or improve by 1 or more) HIS Green or Blue (decline by less than 1 or improve by 1 or more) W Green or Blue (decline by less than 1 or improve by 1 or more)	Academic Indicator ELA K-8: All students Yellow (Maintained) SED Yellow (Maintained) SWD Orange (Declined 11.7) AA Orange (Declined 4.1) HIS Green (Increased 5.2) W Green (Maintained)
College/Career Indicator: Obtain Blue or Green Performance Level for College/Career Indicator	Color not available until Fall 2018 Status: Medium 48.6%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide ongoing staff development on the following: personalized instructional support based on self-	A) Provided ongoing staff development on the following: personalized instructional support	A) \$85,000	A) \$90,879

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.</p> <p>B) Designate HS Math Lead to facilitate collaboration and professional development.</p> <p>C) Provide publisher trainings for newly adopted curriculum.</p> <p>D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.</p> <p>E) Provide induction for teachers with preliminary credentials.</p>	<p>based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.</p> <p>B) Designated HS Math Lead to facilitate collaboration and professional development.</p> <p>C) Provided publisher trainings for newly adopted curriculum.</p> <p>D) Provided training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.</p> <p>E) Provided induction for teachers with preliminary credentials.</p>	<p>B) \$12,000</p> <p>C) \$8,000</p> <p>D) \$15,000</p> <p>E) \$35,000</p>	<p>B) \$13,052</p> <p>C) \$2,500</p> <p>D) \$23,488</p> <p>E) \$34,629</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Adoption/Purchase of standards aligned curriculum and required resources for core content areas</p> <p>A) Project Lead the Way</p> <p>B) K-5 English Language Arts</p> <p>C) 6-8 Science</p> <p>D) Digital Subscriptions for Supplemental Resources</p>	<p>Adopted/Purchased standards aligned curriculum and required resources for core content areas</p> <p>A) Project Lead the Way</p> <p>B) K-5 English Language Arts</p> <p>C) 6-8 Science</p> <p>D) Digital Subscriptions for Supplemental Resources</p>	<p>A) \$40,000</p> <p>B) \$120,000</p> <p>C) \$1,500</p> <p>D) \$15,000</p>	<p>A) \$36,746</p> <p>B) \$122,684</p> <p>C) \$9,437</p> <p>D) \$13,950</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Subscription for Data and Assessment Program	A) Purchased subscription for Data and Assessment Program	A) \$10,000	A) \$10,330
B) Common assessment development for Math and ELA	B) Developed common assessments for Math and ELA	B) \$10,000	B) \$59,287

Analysis

Action 1:

Ongoing staff development was provided during monthly professional development days on the topics of feedback and deepening understanding of state standards and frameworks. In addition, a consultant provided personalized coaching for elementary teachers in mathematics instruction and an elementary teacher was placed on special assignment to continue coaching elementary teachers in English Language Arts instruction.

A high school mathematics teacher served as the lead and facilitated weekly collaboration meetings for both high school and middle school teachers and co-led three staff development sessions.

Publisher trainings were provided for newly adopted curriculum – *Wonders* (K-5), *Big Ideas Math* (9-12 Math), and *Mosa Mack* (6-8 Science) in August before the school year began. K-5 teachers received an additional training provided by the Curriculum Coordinator in January as a follow-up to the August training.

Teachers were sent to a variety of conferences such as the Google Educator Summer Camp, Council of Mathematics Conference, a variety of NGSS State Rollouts/County Office trainings, Implementing Ca HSS Framework for HS and MS, participation in the CTE Leadership Network, and the CUE conference.

The Instructional Support Coordinator provided induction for six teachers and included CTE teachers.

Action 2:

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

California Wonders (McGraw Hill) was adopted for K-5 English Language Arts.

Mosa Mack subscription and lab materials were purchased for 6-8 Science teachers.

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

Action 3:

An annual subscription was purchased for iO Assessment to provide teachers with a data and assessment program. The Curriculum

and Assessment Coordinator provided support as teachers utilized the program to analyze assessment data to inform instruction and best practices.

The Curriculum and Assessment Coordinator developed common assessments for grades 2-5 ELA and 3-8 Mathematics and in partnership with a MS English teacher, developed assessments for 6-8 MS. The HS Math teachers developed assessments for 9-12 math courses.

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

Action 1: The actions and services related to professional development were highly effective.

In classroom observations teachers were observed utilizing differentiation strategies (learning objectives, stating questions, vocabulary charts/walls, etc.) and have incorporated strategies into their lesson plans.

In collaboration meetings, an improvement has been observed in the discussion of instructional strategies/practices across all the three tracks.

Administration has participated in weekly math collaboration provided by the math lead for middle school and high school teachers and discussions have been facilitated on differentiation strategies and best practices. Middle school and high school math unit assessment scores show improvement in student performance throughout the year with the addition of the math lead's support.

The ELA coach worked on specific areas of need and modeled lessons on given topics to strengthen instructional delivery systems. Teachers were released to watch colleagues teach and then discuss the effective practices observed. ELA coach worked daily with elementary staff to provide curriculum and instructional support with Wonders.

Action 2: The actions and services related to curriculum were effective:

The adoption of the K-5 ELA curriculum has resulted in increased rigor in resources utilized and tasks assigned in instruction and assessment. Administration has also seen consistency across tracks in assignments and resources utilized and more focused instruction on standards based skills and strategies. Safety Net coordinator has also observed usage of the curriculum's assessments including Running Records to more closely monitor student progress in reading.

The provision of PLTW materials and supplies has provided continued opportunity for TK-12 students to access STEM instruction and activities.

The subscription for 6-8 science has been moderately effective. Teachers have provided feedback that the curriculum has large gaps for students and other curriculum options will be explored when the SBE releases the list of adoptable materials.

Digital subscription use has been highly effective. Teachers have utilized the various resources to meet individual student deficiencies.

Action 3: The actions and services related to assessment have been highly effective.

Based on observations of Administrators, iO assessment data for ELA and Math has allowed teachers to identify effective teaching practices and individual student areas of need to plan for intervention. Assessment Development has increased lesson planning rigor as teachers have used common assessments to set rigorous goals for students.

Assessment development has created opportunities for teachers to have a deeper understanding of the expectation of the standards and how standards will be assessed by CAASPP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.C – Mathematics and Science publishers provided free training with adoption. ELA publisher's initial training was not beneficial to teaching staff so follow up training was not utilized.

Action 2.C – Implementation of science curriculum required both perishable and nonperishable items for students to conduct lab experiments and investigations.

Action 3.B – Assessment system did not have assessments created for 2-8 mathematics and 2-8 ELA as was originally intended.

Assessment coordinator had to collaborate with teachers to edit/create assessments for 2-8 mathematics and ELA. Teachers of HS math also created assessments from material provided by the publisher.

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

As a result of this analysis, the following changes have been made to this goal:

Increased coaching and instructional support will be provided for K-5 teachers in English and Mathematics. The HS math lead will also provide increased instructional support for both HS and MS mathematics teachers. This change can be found in Goal 1 Action 1B.

Induction will be provided by separate providers for grade spans K-5 and 6-12 (previously Instructional Support Coordinator provided induction for TK-12). This change can be found in Goal 1 Action 1E.

We will also continue to provide lead support for Educational Advisors for K-8 and HS (Red Track). This is an addition to the LCAP and can be found in Goal 1 Action 1F.

In the interim of science curriculum availability, a subscription for Mosa Mack for grades 4-5 will be purchased for the 18-19 school year. This change can be found in Goal 1 Action 2C.

Report Writer will be added to the digital subscriptions offered to provide Educational Advisors with a more effective method of providing independent study students with more personalized lesson plans to address individual needs. This change is reflected in Goal 1 Action 2D.

In addition to assessment development for newly adopted HSS curriculum, the Curriculum and Assessment Coordinator will continue to refine common assessments for ELA and mathematics. This change is reflected in Goal 1 Action 3B.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: WASC Growth Area 2

Annual Measureable Outcomes

Expected	Actual
EL Performance/Reclassification Rate: Reclassify 50% of EL 0% At risk - LTEL	EL Performance/Reclassification Rate: Unable to reclassify until Summative ELPAC Assessment Results are available – Fall 2018
Chronic Absence Indicator: Blue or Green Performance Level	Chronic Absence Indicator: Color not available until Fall 2018 Status: 5.6%
Graduation Rate Indicator: Maintain Blue or Green Performance Level for all student groups	Graduation Rate Indicator: Maintained Blue Performance Level for all student groups.
Drop Out Rate: Maintain 0%	Drop Out Rate: Maintained 0%
Attendance Rate: Maintain or increase	Attendance Rate: Maintained
Suspension Rate Indicator: Blue or Green Performance Level for all student groups	All students - Orange SED - Yellow SWD - Yellow AA - Red Asian - Red

Expected

Actual

	<p>Hispanic - Yellow Two or More Races - Blue White - Yellow</p>
<p>Expulsion Rate: 0 students</p>	<p>Expulsion Rate: 1 student</p>
<p>Climate Surveys of Pupils and Parents: Maintain parent satisfaction Increase HS connectedness by 5% Increase HS excitement by 10% Increase HS satisfaction with course offerings by 5% Maintain HS satisfaction with college/career preparedness</p>	<p>Climate Surveys of Pupils and Parents: Maintained parent satisfaction Decreased HS connectedness by 4% Decreased HS excitement by 11% Decreased HS satisfaction with course offerings by 6% Decreased HS satisfaction with college/career preparedness</p>
<p>Local Measure: Internships (WASC): Maintain two community internships per high school academy per semester</p>	<p>Local Measure: Internships (WASC): Met and exceeded goal for some academies.</p>
<p>College/Career Indicator: Blue or Green Performance Level for all student groups</p>	<p>Color not available until Fall 2018 Status: Medium 48.6%</p>
<p>Academic Indicator Math K-8: All Students Green or Blue (increase by 5 or more) SED Yellow (increase by 18 or more) SWD Yellow (increase by 18 or more) AA Yellow (increase by 18 or more) Hispanic Yellow (increase by 18 or more) W Green or Blue (decline by less than 1 or improve by 1 or more)</p>	<p>Academic Indicator Math K-8: All students Yellow (Maintained) SED Orange (Maintained) SWD Orange (Declined Significantly) AA Orange (Declined Significantly) HIS Yellow (Increased 6.6) W Yellow (Declined 4.4)</p>
<p>Academic Indicator ELA K-8: All students Green or Blue (decline by less than 1 or improve by 1 or more)</p>	<p>Academic Indicator ELA K-8: All students Yellow (Maintained) SED Yellow (Maintained) SWD Orange (Declined 11.7)</p>

Expected

Actual

<p>SED Green or Blue (decline by less than 1 or improve by 1 or more)</p> <p>SWD Green or Blue (increase by 7 or more)</p> <p>AA Green or Blue (decline by less than 1 or improve by 1 or more)</p> <p>HIS Green or Blue (decline by less than 1 or improve by 1 or more)</p> <p>W Green or Blue (decline by less than 1 or improve by 1 or more)</p>	<p>AA Orange (Declined 4.1)</p> <p>HIS Green (Increased 5.2)</p> <p>W Green (Maintained)</p>
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Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional services and Response to Intervention</p> <ul style="list-style-type: none"> A) Occupational therapist services B) Behavioral support materials C) Supplemental Intervention Materials D) Expansion of Peer Tutoring Program E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl F) Mandatory Teacher-led After School Tutoring K-12 G) Provide school nurse to monitor health needs 	<p>Provided additional services and Response to Intervention</p> <ul style="list-style-type: none"> A) Occupational therapist services B) Behavioral support materials C) Supplemental Intervention Materials D) Expanded Peer Tutoring Program E) Monitored students through Safety Net and SST process and provided academic and behavioral services for Rtl F) Mandatory Teacher-led After School Tutoring K-12 G) Provided school nurse to monitor health needs H) Provided speech/language services, OT services, and school nurse services for SpEd students. 	<ul style="list-style-type: none"> A) \$10,000 B) \$350 C) \$400 D) \$1,500 E) \$285,000 F) \$210,000 G) \$13,800 H) \$30,000 	<ul style="list-style-type: none"> A) \$11,345 B) \$1,116 C) \$1,111 D) \$1,529 E) \$285,923 F) \$148,140 G) \$20,138 H) \$31,763

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
H) Provide speech/language services, OT services, and school nurse services for SpEd students.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate Character and Social Skill Development A) Character Education Staff Development B) Monthly Character Lessons C) Monthly Character Awards D) Provide access to counselor E) Social Skills Classes	Facilitated Character and Social Skill Development A) Character Education Staff Development B) Monthly Character Lessons C) Monthly Character Awards D) Provided access to counselor E) Social Skills Classes	A) \$5,000 B) \$500 C) \$1,000 D) \$15,000 E) \$7,000	A) \$4,292 B) \$300 C) \$349 D) \$9,461 E) \$3,154

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for EL students A) Provide designated ELD B) Provide training for ELD teacher	Provided support for EL students A) Provided designated ELD B) Provided training for ELD teacher	\$10,000 \$1,500	A) \$13,973 B) \$1,570

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve student sense of school connectedness	Attempted to improve student sense of school connectedness	A) \$12,000 B) \$2,000	A) \$12,068 B) \$3,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Facilitate student led spirit building activities. B) Facilitate "One Campus, One Cause" Initiative	A) Facilitated student led spirit building activities. B) Facilitated "One Campus, One Cause" Initiative		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Prepare students for college and lifelong learning: A) Offer workshops related to life skills B) Coordinate School-wide College and Career Fair C) Provide Strong Interest Survey to all 10 th Graders D) Continue to offer free PSAT to all 10 th graders E) Designate community liaison to cultivate community relationships for volunteer and internship opportunities	Prepared students for college and lifelong learning: A) Provided HS Assembly from Squarage and expanded interview stations at C&C Fair B) Coordinated School-wide College and Career Fair C) Provided Strong Interest Survey to all 9-12th Graders D) Continued to offer free PSAT to all 10 th graders E) Designated community liaison to cultivate community relationships for volunteer and internship opportunities	A) \$5,000 B) \$1,500 C) \$2,000 D) \$4,000 E) \$16,000	A) \$5,000 B) \$2,039 C) \$1,516 D) \$2,704 E) \$13,557

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional access to broad course of study and CTE offerings: A) Increase High School IS Electives	Provided additional access to broad course of study and CTE offerings:	A) \$50,000 B) \$24,000 C) \$18,000	A) \$50,037 B) \$15,781 C) \$30,831

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> B) Purchase desktop computers for Arts and Technology class C) Purchase Public Safety Curriculum D) Purchase greenhouse for Horticulture Pathway E) Purchase Chrome Books for Computer Science 	<ul style="list-style-type: none"> A) Increased High School IS Electives B) Purchased desktop computers for Arts and Technology class C) Purchased Public Safety Curriculum D) Purchased greenhouse for Horticulture Pathway E) Purchased 15 Windows Tablets for Computer Science 	<ul style="list-style-type: none"> D) \$11,500 E) \$4,500 	<ul style="list-style-type: none"> D) \$11,248 E) \$1,349

Analysis

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

Occupational therapist, Safety Net/SST/Rtl, School Nurse, speech/language, school nurse, counselor, ELD, and community liaison services were continuously provided.

Rtl/SpEd staff were provided with various trainings and materials for behavioral support such as S'cool Moves and Brain Gym. Supplemental Intervention Materials such as Project Read and Project Write were utilized by SpEd staff during after school intervention. Peer Tutoring was made available by High School CSF members and was expanded to Red and White middle school students. Teachers continued to offer mandatory tutoring and attendance was tracked in a shared Google Doc.

Character Education Staff Development was provided by Hal Urban before the school year began and the Character Committee reviewed 11 elements of Character Development programs.

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

Training was provided for the ELD teacher through local training and attendance at the CAFE institute.

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

The "One Campus, One Cause" Initiative was revised to include grade span specific lesson plans/readings that focus on empathy and compassion in conjunction with philanthropic activities such as the Backpack Program with the Menifee Cupboard, a schoolwide Food Drive in January, and Hurricane Harvey relief for victims in Houston, TX.

Our Academic Counselor coordinated a school-wide college and career fair on September 29th.

High School IS elective offerings were expanded with the addition of Law Enforcement I and Fundamentals of Landscaping (both CTE

pathway courses)

Public safety curriculum was purchased which included a gun simulator and opportunity to take the Guard Card Exam was provided for students who qualify.

The CTE Horticulture Green House's materials have been purchased and is currently under construction.

Fifteen windows tablets were purchased instead of Chrome Books for the development of Apps by the Computer Science Students.

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

Actions and services provided for MTSS were highly effective:

Early intervention in the areas of OT and speech/language has supported individualized student needs in the LRE.

Parent trainings for independent study students on S'Cool Moves and Brain Gym supported instruction in the home environment and reduced off task and inattentive behaviors. Student progress is evident in Safety Net Spring sessions based on strategies and curriculum used in the fall. The after school SpEd tutoring program was developed to support language arts and mathematics and ran four days a week. Teachers reported progress toward IEP goals. Progress monitoring is completed within the Rtl program to ensure student progress. Teachers reported that students exited from intervention program are presenting within the range of the classroom. Project Read/Write materials used in the Rtl program supported writing and reading as reported by classroom teachers. CASEMIS was within compliance in all areas as reported by the SELPA and State.

In addition to developing IHP's, the school nurse trained staff and volunteers on administration of Epipens. The school psychologist supported mental health needs of students with an IEP. Implementation of social thinking curriculum, Boys Town, has reduced mental health and behavioral concerns in the classroom. Trainer of Trainer of CPI provided all day staff training which supported teachers and instructional assistants in working with students. Climate Survey for Parents reported 504 supports were effective in meeting student needs.

Peer Tutoring increased to include Middle School and Red Track, however, only 7 tutors were available spring semester. Peer Tutoring is great for one on one help, however, most students do not take advantage of this service and it is suspected that students may have a difficult time getting help from peers. Middle school students, mainly Red, did use the service.

Actions and services provided for Character education were effective:

Students with positive character traits were acknowledged through monthly character and SOTM assemblies, outstanding student awards (6-12), student caught being good, and lunch with the principals (K-5). A designated character period was created in the MS and HS schedules to facilitate character instruction. Administration has observed staff implementing character lessons from Hal Urban professional development as well as utilizing plans developed by our Character Committee. Student discipline is given with an emphasis on positive character and social skill development. The High School Athletic Department gives the Ranger Award (top in character, academic, and athletic ability) for each sport program.

Actions and services provided for ELD instruction were highly effective:

The ELD teacher provided designated ELD in one on one or small group settings for all EL students and the service has led to a significant language ability increase for EL students. The ELD trainings for the Assessment Coordinator and the ELD teacher have provided Information on the ELPAC which has informed instruction during designated ELD and ELD teacher has provided additional differentiation for integrated ELD in ELA to the classroom teachers. Attendance at the CAFE Institute provided the ELD teacher with additional strategies for instructing in designated ELD as well as supporting the academic vocabulary of ELD students in other content areas.

Actions and services provided to increase student sense of school connectedness have been moderately effective:

The Leadership students conducted five student-led pep rallies and weekly Fun Fridays for our high school students and this was the inaugural year of our Ranger Rally (K-12). Our students donated to victims of Hurricane Harvey and most items were delivered to Texas while the remaining items were donated to the Menifee Cupboard. 3,000 lbs of food as well as additional clothing, cleaning supplies, and toiletries were donated from families and students. \$200-\$800 (\$4,000 total raised this year) was raised monthly through six monthly dress-up days with funds going to various causes including Operation Silver Star. In spite of these efforts, students still reported a decrease in school connectedness on the Climate Survey of Students.

Actions and services related to college and career readiness were effective:

There was Increased interest and enrollment in college by students with IEP's after attending individualized 1-1 future transition planning meetings. 50% more students completed mock interviews at this year's fair with six interviewers available to work with the students. The College and Career Fair had almost double the number of vendors this year from 12 to 21. The Strong Interest Survey was given to all high schoolers but it wasn't as effective as only 186 students completed it. We will provide it to 10th graders next year with more training to teachers and information to students. Most 10th graders took the PSAT offered in October. Students received results in their Blue Track English classes. Red Track was offered a workshop to go over results. Two additional CTE classes were approved - Business I and Video Production to articulate with MSJC. Students have more opportunities in the Public Safety and Horticulture pathways as a second year of each pathway was added. Computers enabled up to 6 more students to edit at one time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.B and 1.C include the cost of trainings for the purchased materials which was not a part of the original estimates.

Action 1.F is offered at an as needed basis for students who maintain a grade below a C. Original estimate was based on a greater projected need than was required.

Action 2.D and 2.E – The existing counselor resigned and the school had to complete the process of hiring a replacement to offer MH counseling and social skills classes.

Action 6.C – CTE grant funding was utilized to purchase simulators and equipment for students to use in instruction in addition to curricular materials as originally planned.

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

As a result of this analysis, the following changes have been made:

To further enhance character instruction, teachers will be provided with an opportunity to complete a certification program through Character Exchange. This change can be found in Goal 2 Action 2A.

To further enhance student sense of connectedness, support for guest speakers or entertainment will be requested from the Booster Club and increased advertising for campus events and student clubs will occur to ensure students are aware of opportunities for involvement. This change can be found in Goal 2 Action 4A.

The “One Campus, One Cause” Initiative will be updated annually based on a cause identified by students and staff relevant to current events and the community. This change can be found in Goal 2 Action 4B.

Additional desktop computers are not needed for the Arts and Technology class, so Goal 2 Action 6B has been removed.

The greenhouse has been purchased, so Goal 2 Action 6D has been revised to include materials needed for instruction within the greenhouse.

Instead of Chrome Books, tablets will be purchased to implement/pilot the student developed school safety and management App. In Goal 2 Action 6E.

Goal 3

Facilitate stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Five

Local Priorities: WASC Growth Area 3

Annual Measureable Outcomes

Expected	Actual
School Board Self Evaluation Grade of 80% or higher	Results available June 2017
Climate Survey of Parents: Decrease the number of respondents that feel the school provides little information about involvement opportunities by 5% Increase the number of respondents using Remind.com by 5% Decrease the number of respondents that feel the website is not beneficial for finding information by 5%	Climate Survey of Parents: Number of respondents that feel the school provides little information decreased by 4% Number of respondents not using Remind.com decreased by 2% Number of respondents that feel the website is not beneficial decreased by 13%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide annual school board training.	Provided annual school board training.	\$500	\$654

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase stakeholder awareness and involvement in school events: A) STEM Expo B) Website development and maintenance C) Design website to be mobile friendly	Increased stakeholder awareness and involvement in school events: A) STEM Expo B) Website development and maintenance C) Designed website to be mobile friendly	A) \$500 B) \$10,000 C) \$1,500	A) \$237 B) \$8,258 C) \$1,858

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for home school parents A) Offer Parent Workshops for instructional strategies and curriculum; provide coordinator services B) Parent Institute informational materials	Provided support for home school parents A) Offered Parent Workshops for instructional strategies and curriculum; provided coordinator services B) Parent Institute informational materials	A) \$25,000 B) \$250	A) \$23,169 B) \$250

Analysis

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

Annual school board training was conducted on September 21, 2017.

The STEM Expo was held on February 15 and members of the community and many parents were in attendance.

The website was further developed to streamline features and make the most important information readily available. A mobile friendly version was developed by the Communications Coordinator.

The Instructional Support Coordinator provided trainings for parents in Step Up to Writing and creative writing instruction, Go Math! Instructional strategies, K-2 phonics, hands on science and Tips and Tools strategies for new homeschool families. The Curriculum Coordinator offered an introductory training for homeschooling parents on the newly adopted ELA curriculum with an additional training for 4th and 5th grade parents. Parents also scheduled individual meetings with the coordinators for assistance with various topics related to homeschooling. Parents were supported with information from the Parent Institute targeting student specific needs. Pamphlets were provided during SST and parent meetings.

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

Actions and services related to the goal of improving stakeholder involvement were highly effective.

Based on the Climate Survey of Parents:

The number of respondents that feel the school provides little information decreased by 4%

The number of respondents not using Remind.com decreased by 2%

The number of respondents that feel the website is not beneficial decreased by 13%

Parents also indicated that resource tools and services were highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were identified for this goal.

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

As a result of this analysis, the following changes have been made:

In addition to our website, the school will continue to offer three parent teas in which parents may receive an update from the executive director and may communicate concerns or requests. This addition can be found in LCAP Goal 3 Action 2D.

Parenting workshops will be offered for parents of incoming TK/K students. This addition can be found in LCAP Goal 3 Action 3C.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: One

Local Priorities: N/A

Annual Measureable Outcomes

Expected

Actual

SARC/FIT Maintain systems and overall rating

SARC/FIT Maintain systems and overall rating

Maintain minimal findings in threat assessment

Maintain minimal findings in threat assessment

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide needed repairs and services:

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

Provided needed repairs and services:

- A) Began repairing cracks and painting stucco. Project will continue into 2018-19.
- B) Repaired 3 large sidewalk panels. Project will continue into 2018-19.

- A) \$5,000
- B) \$4,000
- C) \$12,500
- D) \$300 annually

- A) \$5,000
- B) \$7,560
- C) \$0
- D) \$0

Analysis

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

Through the coordination of the Facilities Director and the Executive Director, contractors and facilities staff began working on repairing cracks and painting stucco and repairing sidewalk panels, however the project will continue into the 18/19 school year.

Currently, an architect has been tasked with designing the office wall/gate for added security in the front office. The project will occur in the 18/19 school year.

After an additional safety inspection, it was determined that the Tech Center is secure and added security services would not be necessary.

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

Actions and services related to providing a clean and safe environment have been effective and will continue into the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As noted in the implementation section of the analysis, Action 1.C has been delayed to the 18/19 school year and Action 1.D was deemed unnecessary.

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

As a result of this analysis, Goal 4 Action 1D has been deemed unnecessary and replaced with the action of providing patio covers for the Student Services/Counseling office, Engineering classroom, and staff lounge.

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?

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

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 1

Achieve academic excellence in core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: One, two, four, eight

Local Priorities: WASC Growth Area 1

Identified Need:

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

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Indicator: Math 3-8	All Students Yellow (18.6 below +3) SED Orange (36.1 below -6.7) SWD Yellow (57.4 below +10.5) AA Yellow (55.4 below +7) HIS Orange (36.6 below -2.3) W Green (7.3 below +6.3)	All students Yellow (Maintained) SED Orange (Maintained) SWD Orange (Declined Significantly) AA Orange (Declined Significantly) HIS Yellow (Increased 6.6) W Yellow (Declined 4.4)	All students Green (Increase by 3+) SED Yellow (Increase by 3+) SWD Yellow (Increase by 3+) AA Yellow (Increase by 3+) HIS Green (Increase by 5+) W Yellow (Increase by 3+)	Achieve/Maintain Green Performance Level for all student groups
Academic Indicator: ELA 3-8	All Students Green (6.4 above + 22.6) SED Green (3.7 below +18.7) SWD Yellow (45.3 below +22.3) AA Yellow (6.6 below +24.8) HIS Yellow (6.3 below +20.4) W Blue (12.5 above +22.4)	All students Yellow (Maintained) SED Yellow (Maintained) SWD Orange (Declined 11.7) AA Orange (Declined 4.1) HIS Green (Increased 5.2) W Green (Maintained)	All students Green (Increase by 3+) SED Green (Increase by 3+) SWD Yellow (Increase by 3+) AA Yellow (Increase by 3+) HIS Green (Increase by 3+) W Green (Increase by 3+)	Achieve/Maintain Green Performance Level for all student groups
College/Career Indicator	51 points above level 3 ELA +9 points	Color not available until Fall 2018 Status: Medium: 48.6%	Obtain Blue or Green Performance Level	Maintain Blue or Green Performance Level

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	71.4 points below level 3 Math -43.7 points More data available in Fall 2017			

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

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.

2018-19 Actions/Services

A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.

2019-20 Actions/Services

A) Provide ongoing staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.

2017-18 Actions/Services

- B) Designate HS Math Lead to facilitate collaboration and professional development.
- C) Provide publisher trainings for newly adopted curriculum.
- D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.
- E) Provide induction for teachers with preliminary credentials.

2018-19 Actions/Services

- B) Provide coaching and instructional support for K-5 ELA and Math and 6-12 Math
- C) Provide publisher trainings for newly adopted curriculum.
- D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.
- E) Provide separate induction for teachers with preliminary credentials in K-5 and 6-8.
- F) Provide lead support for Educational Advisors for K-8 and 9-12.

2019-20 Actions/Services

- B) Provide coaching and instructional support for K-5 ELA and Math and 6-12 Math
- C) Provide publisher trainings for newly adopted curriculum.
- D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.
- E) Provide separate induction for teachers with preliminary credentials in K-5 and 6-8.
- F) Provide lead support for Educational Advisors for K-8 and 9-12.

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All

Location(s):

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

All

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

- A) Project Lead the Way
- B) K-12 Science
- C) Digital Subscriptions for Supplemental Resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$40,000	A) \$40,000	A) \$40,000

Year	2017-18	2018-19	2019-20
	B) \$120,000 C) \$1,500 D) \$15,000	B) \$100,000 C) \$5,675 D) \$20,000	B) \$100,000 C) \$20,000
Source	GF	GF	GF
Budget Reference	UF	UF	UF

Action 3

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

Students to be Served:

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

All

Location(s):

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

All

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

A) Subscription for Data and Assessment Program

2018-19 Actions/Services

A) Subscription for Data and Assessment Program

2019-20 Actions/Services

A) Subscription for Data and Assessment Program

2017-18 Actions/Services

B) Common assessment development for Math and ELA

2018-19 Actions/Services

B) Common assessment development for HSS and refinement of Math and ELA

2019-20 Actions/Services

B) Common assessment development for Science

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$10,000 B) \$10,000	A) \$10,000 B) \$10,000	C) \$10,000 D) \$5,000
Source	GF	GF	GF
Budget Reference	UF	UF	UF

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: WASC Growth Area 2

Identified Need:

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

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

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absence Indicator	Available in Fall 2017	Color available Fall 2018 Status 5.6%	Maintain Blue or Green Performance Level	Maintain Blue or Green Performance Level
Graduation Rate Indicator	Blue Performance Level for All Students including SED	Maintained Blue Performance Level for all student groups	Maintain Blue or Green Performance Level for all student groups	Maintain Blue or Green Performance Level for all student groups
Drop Out Rate	0%	Maintained 0%	Maintain 0%	Maintain 0%
Attendance Rate	97% Attendance Rate	Maintained 97% Attendance Rate	Maintain or increase	Maintain or increase
Suspension Rate Indicator	Yellow Performance Level for All Students (2015) 2016-17	Orange Performance Level for All Students (2017)	Yellow Performance Level for All Students (Maintain or decline by 0.3%+)	Green Performance Level for All Students
Expulsion Rate	3 students	1 student	0 students	0 students
Climate Surveys of pupils and parents	98% Parents Satisfied/Completely Satisfied 78% HS feel connected 48% HS feel excited to come to school 78% HS Satisfaction with course offerings 88% HS feel like school is preparing for college/career	97% Parents Satisfied/Completely Satisfied 74% HS feel connected 37% HS feel excited to come to school 72% HS Satisfaction with course offerings 82% HS feel like school is preparing for college/career	Maintain parent satisfaction Increase HS connectedness by 5% Increase HS excitement by 10% Increase HS satisfaction with course offerings by 5% Maintain HS satisfaction with college/career preparedness	Maintain parent satisfaction Increase HS connectedness by 5% Increase HS excitement by 10% Increase HS satisfaction with course offerings by 5% Maintain HS satisfaction with college/career preparedness
Local Measure: Internships (WASC)	Two community based internships per high school academy per semester	Two or more community based internships per high school academy per semester	Maintain two community internships per high school academy per semester	Maintain two community based internships per high school academy per semester

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College/Career Indicator	Data Available Fall 2017	Color available Fall 2018 Status: Medium (48.6%)	Obtain Blue or Green Performance Level	Maintain Blue or Green Performance Level
Academic Indicator: Math 3-8	All Students Yellow (18.6 below +3) SED Orange (36.1 below -6.7) SWD Yellow (57.4 below +10.5) AA Yellow (55.4 below +7) HIS Orange (36.6 below -2.3) W Green (7.3 below +6.3)	All students Yellow (Maintained) SED Orange (Maintained) SWD Orange (Declined Significantly) AA Orange (Declined Significantly) HIS Yellow (Increased 6.6) W Yellow (Declined 4.4)	All students Green (Increase by 3+) SED Yellow (Increase by 3+) SWD Yellow (Increase by 3+) AA Yellow (Increase by 3+) HIS Green (Increase by 5+) W Yellow (Increase by 3+)	Achieve/Maintain Green Performance Level for all student groups
Academic Indicator: ELA 3-8	All Students Green (6.4 above + 22.6) SED Green (3.7 below +18.7) SWD Yellow (45.3 below +22.3) AA Yellow (6.6 below +24.8) HIS Yellow (6.3 below +20.4) W Blue (12.5 above +22.4)	All students Yellow (Maintained) SED Yellow (Maintained) SWD Orange (Declined 11.7) AA Orange (Declined 4.1) HIS Green (Increased 5.2) W Green (Maintained)	All students Green (Increase by 3+) SED Green (Increase by 3+) SWD Yellow (Increase by 3+) AA Yellow (Increase by 3+) HIS Green (Increase by 3+) W Green (Increase by 3+)	Achieve/Maintain Green Performance Level for all student groups

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)

Students with Disabilities

Location(s):

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

All schools

And

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-Wide

Location(s):

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

All schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide additional services and Response to Intervention
A) Occupational therapist services

2018-19 Actions/Services

Provide additional services and Response to Intervention
A) Occupational therapist services

2019-20 Actions/Services

Provide additional services and Response to Intervention
A) Occupational therapist services

2017-18 Actions/Services

- B) Behavioral support materials
- C) Supplemental Intervention Materials
- D) Expansion of Peer Tutoring Program
- E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl
- F) Mandatory Teacher-led After School Tutoring K-12
- G) Provide school nurse to monitor health needs
- H) Provide speech/language services, OT services, and school nurse services for SpEd students.

2018-19 Actions/Services

- B) Behavioral support materials
- C) Supplemental Intervention Materials
- D) Expansion of Peer Tutoring Program
- E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl
- F) Mandatory Teacher-led After School Tutoring K-12
- G) Provide school nurse to monitor health needs
- H) Provide speech/language services, OT services, and school nurse services for SpEd students.

2019-20 Actions/Services

- B) Behavioral support materials
- C) Supplemental Intervention Materials
- D) Expansion of Peer Tutoring Program
- E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl
- F) Mandatory Teacher-led After School Tutoring K-12
- G) Provide school nurse to monitor health needs
- H) Provide speech/language services, OT services, and school nurse services for SpEd students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$10,000 B) \$350 C) \$400 D) \$1,500 E) \$285,000 F) \$210,000 G) \$13,800 H) \$30,000	A) \$10,000 B) \$350 C) \$400 D) \$1,500 E) \$285,000 F) \$210,000 G) \$13,800 H) \$30,000	A) \$10,000 B) \$350 C) \$400 D) \$1,500 E) \$285,000 F) \$210,000 G) \$13,800 H) \$30,000
Source	A-G) SUPP H) SPED	A-G) SUPP H) SPED	A-G) SUPP H) SPED
Budget Reference	0707	0707	0707

Action 2

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-Wide

Location(s):

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

All schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Facilitate Character and Social Skill Development

- A) Character Education Staff Development
- B) Monthly Character Lessons
- C) Monthly Character Awards
- D) Provide access to counselor
- E) Social Skills Classes

2018-19 Actions/Services

Facilitate Character and Social Skill Development

- A) Character Education Staff Certification Program
- B) Monthly Character Lessons
- C) Monthly Character Awards
- D) Provide access to counselor
- E) Social Skills Classes

2019-20 Actions/Services

Facilitate Character and Social Skill Development

- A) Character Education Staff Certification Program
- B) Monthly Character Lessons
- C) Monthly Character Awards
- D) Provide access to counselor
- E) Social Skills Classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$5,000 B) \$500 C) \$1,000 D) \$15,000 E) \$7,000	A) \$5,000 B) \$500 C) \$1,000 D) \$15,000 E) \$7,000	A) \$5,000 B) \$500 C) \$1,000 D) \$15,000 E) \$7,000
Source	A-C) SUPP D and E) 90% MH 10% SUPP	A-C) SUPP D and E) 90% MH 10% SUPP	A-C) SUPP D and E) 90% MH 10% SUPP
Budget Reference	A-C) 0707 D and E) 6512/0707	A-C) 0707 D and E) 6512/0707	A-C) 0707 D and E) 6512/0707

Action 3

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group

Location(s):

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

All schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Improve student sense of school connectedness

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

2018-19 Actions/Services

Improve student sense of school connectedness

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

2019-20 Actions/Services

Improve student sense of school connectedness

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

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$5,000 B) \$1,500 C) \$2,000 D) \$4,000 E) \$16,000	A) \$5,000 B) \$1,500 C) \$2,000 D) \$4,000 E) \$16,000	A) \$5,000 B) \$1,500 C) \$2,000 D) \$4,000 E) \$16,000
Source	A) CTE B) GF C) GF D) GF E) CTE	A) CTE B) GF C) GF D) GF E) CTE	A) CTE B) GF C) GF D) GF E) CTE
Budget Reference	A) 6387 B) UF C) UF D) UF E) 6387	A) 6387 B) UF C) UF D) UF E) 6387	A) 6387 B) UF C) UF D) UF E) 6387

Action 6

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> A) \$50,000 B) \$24,000 C) \$18,000 D) \$11,500 E) \$4,500 	<ul style="list-style-type: none"> A) \$50,000 C) \$18,000 D) \$2,500 E) \$4,500 	<ul style="list-style-type: none"> A) \$50,000 C) \$18,000 D) \$2,500 E) \$4,500
Source	<ul style="list-style-type: none"> A) GF B) CTE C) CTE D) CTE 	<ul style="list-style-type: none"> A) GF C) CTE D) CTE E) CTE 	<ul style="list-style-type: none"> A) GF C) CTE D) CTE E) CTE

Year	2017-18	2018-19	2019-20
	E) CTE		
Budget Reference	A) UF B) 6387 C) 6387 D) 6387 E) 6387	A) UF C) 6387 D) 6387 E) 6387	A) UF C) 6387 D) 6387 E) 6387

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

Modified

Goal 3

Facilitate stakeholder involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Five

Local Priorities: WASC Growth Area 3

Identified Need:

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

Expected Annual Measureable Outcomes

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

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

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide annual school board training

2018-19 Actions/Services

Provide annual school board training

2019-20 Actions/Services

Provide annual school board training

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All

Location(s):

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

All schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Increase stakeholder awareness and involvement in school events:

- A) STEM Expo
- B) Website development and maintenance

2018-19 Actions/Services

Increase stakeholder awareness and involvement in school events:

- A) STEM Expo
- B) Website development and maintenance

2019-20 Actions/Services

Increase stakeholder awareness and involvement in school events:

- A) STEM Expo
- B) Website development and maintenance

2017-18 Actions/Services

C) Design website to be mobile friendly

2018-19 Actions/Services

C) Design website to be mobile friendly
D) Offer parent teas three times a year

2019-20 Actions/Services

C) Design website to be mobile friendly
D) Offer parent teas three times a year

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

- Provide support for home school parents
- A) Offer Parent Workshops for instructional strategies and curriculum; provide coordinator services
 - B) Parent Institute informational materials

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Modified

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: One

Local Priorities: N/A

Identified Need:

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

Expected Annual Measureable Outcomes

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

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

Modified

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

Modified

2017-18 Actions/Services

Provide needed repairs and services:

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

2018-19 Actions/Services

Provide needed repairs and services:

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

2019-20 Actions/Services

Provide needed repairs and services

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 647,977

84%

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

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

Actions and services in Goal 2 Action 1 which include Response to Intervention, the Student Study Team, and Safety Net services (which are principally directed at the unduplicated pupils) will be increased and existing services will be improved for the unduplicated pupils. Additional staff members will devote time to addressing the individualized needs of the unduplicated pupils and will monitor their success. Actions and services in Goal 2 Action 2 which include character building and social skills development (which are principally directed at the unduplicated pupils) will be increased and improved with additional training and resources. Actions and services in Goal 2 Action 3 will provide EL students exclusively with improved services

