

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.

We are a small (185 students), dependent charter that is part of a national network of New Tech's. We are problem-based learning and focus on 21st century skills. We bring in students throughout our county, about half from within the district and the other half from outside the district. We roughly represent the demographics of our county which means we are about 74% Caucasian with the Hispanic and American Indian population making up the majority of the rest. We have a large percentage of low socio-economic families, we fluctuate between 55-60% free and reduced lunch, which is our one main subgroup. We attract a lot of students looking for a small setting, that is safe and accepting. As an estimate, 40% of our students are students of trauma. We best serve our students by building relationships with them and giving them the confidence to try new opportunities. Our staff is caring and hardworking and want to work at our school. We have a growing relationship with our surrounding community and the district itself.

LCAP Highlights

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

The key features of this year's LCAP are:
 By Spring 2020, the ANTHS graduation rate (including all subgroups) will improve by 5% per year, or reach 98%, whichever happens first. Our latest state scores show our graduation rate as very alarming. There were some conditions out of our control, but we do not want this to happen again, if at all possible. We will put in place safety nets that find students at risk sooner so that help may be provided.
 By Spring 2020, all students will be in an identified CTE pathway or in a defined A-G course of study and upon graduation, all seniors will have a stated course of action and plan for their immediate post-secondary life. As California's education department unveils how they will be assessing schools, we feel it is important to offer as many options to our students as is possible for

a small school. We began the process with our freshmen class during the 2017-18 school year and will continue with each additional class until by 2020, all students will be part of a defined program. By Spring 2020, students will improve in math skills and knowledge through additional courses, requirements and academic support. Even though our state math scores are very good compared to others in our county and state, we still want to improve and do better. Over the last few years we have tried a few different ideas, but we keep trying to find better ways to help our students. ANTHS will develop and maintain a systematic method of partnering with parents and community members. We have started to build these relationships, but to make it systemic we must have a more intentional plan on how to engage our student's parents.

Review of Performance

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

Greatest Progress

This was the first year for the College and Career Readiness Indicator on the Dashboard and is part of the LCFF rubric. We did very well in this indicator with a 57.7% of our seniors in spring 2017 being college and career ready. We actually believe this number will be much higher this coming year as most of our students either graduate A-G eligible, have received a CTE pathway, or both. We believe the percentage of seniors graduating from New Tech, College and Career ready will approach 95%. We will continue with what we have been doing both in career choices, CTE pathways, and offering A-G classes and college classes as a way to keep this high success rate.

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

Greatest Needs

Our graduation rate for the 2014-15 school year was a red for our state indicator. While there were some things out of our control, we would like to put into place protocols to keep those situations to a minimum. For example, we had two students in that cohort who left our school in the middle of their 10th grade year. They both enrolled in other schools, which is where we sent their CUM folders, unfortunately, neither student actually showed up and finished school even though they had enrolled and the school did not send us back the CUM folders, so we were unaware of the circumstances. In the future, when a student enrolls in a different school, we will ask for confirmation that the student is attending classes already before sending the CUM folder. Since we are a small school, two students can make a huge difference in a class graduation rate. Our normal graduation rates are much higher, usually in the 90% range, so to have such a low score was very disconcerting. The school counselor and principal are putting into place grade level parent meetings where expectations and a discussion on where their child stands within those expectations will be laid out to them every year. In addition, if students have had multiple interventions throughout their time at school and they are not putting out the effort to make the changes necessary to graduate we will place them in a setting

where they can be more successful. In the Dashboard for Fall 2017, we did not get in our Local Indicators and so they state 'not met". This was a mix up between the principal and the district office, thinking that the districts local indicators would count as part of ours, which was incorrect. This coming year the principal will get the local indicators in promptly. We had several non applicable categories because of small numbers within certain subgroups such as American Indians and absences and our low socioeconomic group and graduation. Even though we did not get a red or orange performance, we are still going to address these areas by being more intentional with addressing their needs in their classes.

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

We have no student groups below our "all student" performance levels due to low total numbers. However, our American Indian absenteeism is higher than the average and we are attempting to address this by keeping in contact with the students and parents sooner. In addition, we have students make up days throughout the year by attending after school intervention and Saturday schools. A second group was our low socioeconomic group which had a lower graduation rate than the school as a whole. We have applied and will be receiving a grant for creating a tier 2 and tier 3 intervention, and this subgroup will be watched closely.

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 increasing and improving services for unduplicated students in three main areas: increased course access and offerings, academic support and interventions, and other student support services. The most significant ways the school is addressing unduplicated student needs is through greater A-G and elective offerings; in school and afterschool interventions and supports for all core areas; Math interventions and expanded offerings for the 4 year math requirement; academic supports via summer programs and credit recovery during the school year; access to Alternative Education programs within the district; student attendance improvement strategies; more directed academic counseling; and student social emotional supports via a therapist. Another way we are trying to help our low income students is to give them opportunities to experience events outside of their normal life. For example, we will take them camping one weekend, go ice skating, take them to a National Park, etc. To pay for these, we are collecting e-waste and putting the money we make from this into a scholarship fund for field trips. In the coming year we will be planning a tier 2 and 3 intervention program, as well as, putting together a socio-emotional intervention program

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	\$2,173,766
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$530,414.00

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

Charter fund expenditures for core instructional staffing, school administration and charter oversight, facility maintenance, and school operational costs (e.g. utilities, custodial) are not detailed within the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,820,424

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Growth in academic achievement, especially math.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

1. Spreadsheet for each student on where they started when they entered New Tech, and where they finish based on MDT diagnostic math test, PSAT 8/9 and 10 tests, and grades. New Data will be added and evaluated.
- 2 ANTHS currently has 0% EL students and only one enrolled for the 2015-16 school year;
- 3 Maintain level of teacher mis-assignments at 0%;
- 4 Increase attendance rate by 2% to 95%.

Actual

1. We have the MDTP math tests, the PSAT 8/9 and 10 test results and grades for each student, but it has not been put onto a spreadsheet yet.
2. For the 2017-18 school year we have 2% who are EL students.
3. Teacher mis assignments are 0% for all core classes, and only affect a couple of our electives.
4. Attendance rate has continued to level off after a decline of a few years ago.

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
After school Intervention for all core classes maintained.	After school intervention for all core classes maintained. Math intervention after school increased to every day, all other classes had after school intervention once or twice a week.	0000(Resource) 1000-3999 \$5,000	0000(Resource) 1000-3999 \$5,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Addition of a Math 2A, a slower paced math class will be added to the Master schedule for those students who are not ready for the faster paced math class. Math course of study will be refined to meet students' needs and prepare for college and career demands. Students who are below level will be asked to attend a "Basics Math Camp" every Friday for the month of June, where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day.</p>	<p>Math IIA was added to the master schedule for those students not ready for the faster paced math class. Math course of study refined to meet students' needs and prepare for college and career demands. They will cover the same material as math 2 students, but will cover it over two years, rather than one. Far below basic students took a basics math camp during June to help improve basic math skills. The online program Catchup math was recommended to all students (9-12) who are not at grade level for math. Parents and students were spoken with about their specific needs to work on over the summer. A math lab was assigned to math 1 students who were below grade level in testing or who continued to struggle in the class as the year progressed.</p>	<p>Math 2A section costs 0000(Resource) 1000-3999 \$16,177</p> <p>Catchup Math program 6300(Resource) 5000-5999: Services And Other Operating Expenditures \$700</p> <p>Basics Math Camp costs detailed in Goal #3</p>	<p>Math 2A section costs 0000(Resource) 1000-3999 \$12,385</p> <p>Catchup Math program 1000(Resource) 5000-5999: Services And Other Operating Expenditures \$1,000</p> <p>Basic Math Camp costs detailed in Goal #3</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
More Math opportunities offered by having Personal Finance and Introduction to statistics offered in the Master schedule.	Personal Finance and Intro to Statistics offered in the master schedule to provide more math opportunities, in addition to Math 2A and 2 math labs.	0111(Resource) 1000-3999 \$39,223	0111(Resource) 1000-3999 \$41,177

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued Professional Development to ensure Integrated math pathway is articulated with the community college. And that math classes are covering the curriculum that students need.	A CPM coach came in to give feedback to both of our math teachers. More work needs to be done in enhancing differentiation in math.	0000(Resource) 5000-5999: Services And Other Operating Expenditures \$1,000	n/a

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Open access to CDS	Open access to CDS was provided	n/a separate school placement within district	n/a separate school placement within district

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plato coursework will be supported and explored for other opportunities to grant initial credit, and possibly CTE credit as well.	Students who transferred to us from other schools took Plato as initial credit to make up courses that we are not currently offering. We did not pursue CTE credit	0111(Resource) 1000-3999 \$19,547	0000(Resource) 1000-3999 \$20,227

online, but we are looking at possibly adding some intermediate courses that would add to a CTE pathway.

1100(Resource) 5000-5999: Services And Other Operating Expenditures \$2,665

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Highly Qualified Teachers will remain at the current level of 100%	Highly Qualified Teachers remained at current level of 100% in all core areas. Only certain electives had misassignments.	n/a	n/a

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class.	2 Lab classes for struggling students and skill development continued with the addition of a credentialed math teacher to support homework needs to work with students on skills development.	0111(Resource) 1000-3999 \$14,337	0111(Resource) 1000-3999 \$22,043

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue CCRA writing assessments in all disciplines to improve student writing in all disciplines.	CCRA writing assessments in all disciplines continued	n/a	n/a

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model.

Membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model continued.

0000(Resource) 5000-5999: Services And Other Operating Expenditures \$16,000

0000(Resource) 5000-5999: Services And Other Operating Expenditures \$16,100

Action 11

Planned Actions/Services

Maintain current guidance and counseling support services and continue with part-time therapist

Actual Actions/Services

Maintained current guidance and counseling support services and continued with part-time therapist

Budgeted Expenditures

.70 FTE
0000(Resource)
3110(Program)
1000-3999 \$78,900

Estimated Actual Expenditures

.70 FTE
0000(Resource)
3110(Program)
1000-3999 \$79,771

Action 12

Planned Actions/Services

Instructional materials/textbooks, technology

Actual Actions/Services

We continue to upgrade 20% of our overall technology each year. New textbooks are purchased as needed, this last year was Economics and Physics books.

Budgeted Expenditures

6300,1100(Resource) 4000-4999: Books And Supplies \$30,000

Estimated Actual Expenditures

0000(Resource)
1100 (Resource)
6300(Resource)
4000-4999: Books And Supplies \$30,794

Action 13

Planned Actions/Services

In school tutoring period – Achievement/Advisory

Actual Actions/Services

In school tutoring period - Achievement/Advisory

Budgeted Expenditures

n/a within certificated work day for in school tutoring

Estimated Actual Expenditures

n/a within certificated work day for in school tutoring

Action 14

Planned Actions/Services

Teachers will utilize Echo to administer benchmark testing and review data concerning student

Actual Actions/Services

Teachers were given more training in Echo and how to use it and students are taught during their

Budgeted Expenditures

7338(Resource) 4000-4999: Books And Supplies \$1,500

Estimated Actual Expenditures

PSAT Tests
7338(Resource)

academic progress. MDT testing and PSAT 8/9 and 10 will also be utilized to address student needs

freshman year on how to utilize Echo. Every project has some type of benchmark that must be achieved for the students to move forward onto a team project.

4000-4999: Books And Supplies \$272

Action 15

Planned Actions/Services

Increase opportunities for students to enroll in concurrent and dual-enrolled college courses, and articulated classes with CTE courses.
pay for fees and books for low income students

Actual Actions/Services

Low income students had their classes covered and books paid for for them. We added a CTE course called Business Communications and Marketing. 11% of the student body took concurrent college courses and 34% of our student body took CTE courses that also included college credit.

Budgeted Expenditures

6387(Resource)
7338(Resource)
4000-4999: Books And Supplies \$2,000

Estimated Actual Expenditures

6387(Resource) 1000-3999 \$13,757

Action 16

Planned Actions/Services

Maintain additional paraprofessional support for special education students.

Actual Actions/Services

Additional paraprofessional support for special education students maintained. Special education case worker here 1 period per day.

Budgeted Expenditures

6500 (Resource) 2000-5999 \$40,050

Estimated Actual Expenditures

6500(Resource) 2000-5999 \$44,096

Action 17

Planned Actions/Services

Maintain increased elective offerings

Actual Actions/Services

Maintained increased elective offerings

Budgeted Expenditures

0111(Resource) 1000-3999 \$47,301

Estimated Actual Expenditures

0111(Resource) 1000-3999 \$48,021

Action 18

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue perfect attendance award program

Perfect attendance awards continued

0000(Resource) 4000-4999:
Books And Supplies \$300

0000(Resource) 4000-4999:
Books And Supplies \$300

Action 19

Planned Actions/Services

Maintain adequate & safe Home to School Transportation to in district students to aid in attendance.

Actual Actions/Services

Maintained adequate and safe Home to School Transportation to in districts students to aid in attendance. Students call if they are "stuck" and cannot get to school. The principal usually goes and picks them up so that they do not miss school.

Budgeted Expenditures

0000(Resource) 5700-5799:
Transfers Of Direct Costs
\$30,000

Estimated Actual Expenditures

0000(Resource) 5700-5799:
Transfers Of Direct Costs
\$34,000

Action 20

Planned Actions/Services

Attendance will be tracked. Students and parents will be notified with every absence. As absences go beyond 10% of the school year, students will be asked to attend Saturday School or evening school to make up attendance.

Actual Actions/Services

Increase use of monthly letters being sent home when students miss a certain number of school days. Student/Parent/administration meetings happened to explain the importance of school and why missing hurts them a lot. students who continually miss, even after many meetings are sent through the SARB process.

Budgeted Expenditures

Saturday School:
0000(Resource)
1055(Program)
1000-3999 \$895

A2A Software:
0000(Resource)
3110(Program)
5000-5999: Services And Other
Operating Expenditures \$2,100

Estimated Actual Expenditures

Saturday School:
0000(Resource)
1055(Program)
1000-3999 \$635

A2A Software
0000(Resource)
3110(Program)
5000-5999: Services And Other
Operating Expenditures \$2,100

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.

Our goal was to increase academic success, especially in our math classes.

1. Daily math intervention for students who did not complete their homework, or who just need more help. The addition of a daily math intervention, helped decrease the number of students failing math 1, especially those who also use their math lab.

2. Two Math labs taught by a math teacher, to help with the students' current work and to help in areas of deficit.
 3. The addition of math 2A helped students who struggled in math 1 regardless of the help they received. The content goes slower and allows students to spend more time on practicing for understanding.
 4. Students who tested below grade level were asked to do summer math work. Of the students who were asked and complied, 87% of the students passed their integrated math 1 course. Of the students who were asked, but did not comply, only 69% of the students passed. Twice as many students passed at a "C" or higher if they did summer math work.
- The number of students who have actually failed math I has decreased dramatically, from an average of 25 per semester to an average of 10 per semester and math 2 from an average of 12 to an average of 2.

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

Of the students who were asked and complied, 87% of the students passed their integrated math 1 course. Of the students who were asked, but did not comply, only 69% of the students passed. Twice as many students passed at a "C" or higher if they did summer math work.

The number of students who have actually failed math I has decreased dramatically, from an average of 25 per semester to an average of 10 per semester and math 2 from an average of 12 to an average of 2.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The small amount of increases in the actual expenditures mostly had to do with higher salaries that were being paid.

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 goal is the same, we are going to continue the daily math intervention, as well as weekly intervention for all other courses. We would like to be more intentional with a spreadsheet for each student and show their growth in math topics over the four years by utilizing the 2 diagnostic tests we give them, the MDTP and the PSAT 8/9 and 10. We also want to implement strategies for Tier 2 and Tier 3 intervention processes, and have received a MTSS grant that will help support this endeavor. We want to develop a formal process for collecting and analyzing data to that we are always addressing the needs of our students as individuals and within specific sub groups.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

By Spring 2020, all students will be in an identified CTE pathway or in a-g course of study or both.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

A-G completion rate will increase by 2% as reported by district examination of data in SIS. ANTHS will have a CTE pathway in Digital Arts with a capstone class in Cinematography or Graphic Design and explore the possibility of other CTE pathways. All juniors will be enrolled in CTE pathways or A-G qualified courses. 40% of seniors will graduate being A-G qualified. 70% of seniors will graduate being a CTE pathway completer. Students earning exempt or conditionally exempt status in English and math will increase by 6%. High school diploma only will decrease by 2% per year.

Actual

A-G completion rate increased. ANTHS did not have an official CTE pathway in Digital Arts. 50% of seniors graduated A-G qualified. 87% of seniors graduated as a CTE pathway completer in one or more pathways. Students earning exempt or conditionally exempt in English and math increased, and the number of student receiving a high school diploma only decreased.

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
Maintain current level of 44% of students meeting a-g requirements and improve by 2% per year.	50% of students meeting a-g requirements was achieved	n/a	n/a

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain current level of 40% of senior students in ROP, CTE courses.	81% of senior students are in CTE courses	0000(Resource) 0125(Program) 5700-5799: Transfers Of Direct Costs \$15,000	0000(Resource) 0125(Program) 5700-5799: Transfers Of Direct Costs \$27,000 CTE section Business Communications 6387(Resource) costs outlined in Goal #1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Guidance counselors will communicate, maintain, and update the students' academic plan. Additional counseling time (making counselor fulltime) will be maintained.	Guidance counselor communicated, maintained, and updated the students' academic plan. Additional counseling time (making counselor full time) was maintained. Counseling intern was paid to speak to every student in the school about their transcript and their "Big 3" which are New Tech requirements.	.30 FTE 0111(Resource) 3110(Program) 1000-3999 \$30,234	.30 FTE 0111(Resource) 3110(Program) 1000-3999 \$31,018

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Students will increase their understanding of financial aid and college requirements through workshops provided after school.

Financial aid and college information workshops provided after school

n/a within counselor assignment

n/a within counselor assignment

Action 5

Planned Actions/Services

Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways.

Actual Actions/Services

Students obtained capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways

Budgeted Expenditures

n/a

Estimated Actual Expenditures

n/a

Action 6

Planned Actions/Services

Maintain level of 100% standards aligned classes

Actual Actions/Services

Maintained level of 100% standards aligned classes

Budgeted Expenditures

n/a

Estimated Actual Expenditures

n/a

Action 7

Planned Actions/Services

All staff will gain a deeper understanding of college and career requirements as a result of professional development for key teachers and counselor.

Actual Actions/Services

College and career requirements professional development for key teachers and counselors provided

Budgeted Expenditures

0000(Resource)
7338(Resource)
5000-5999: Services And Other Operating Expenditures \$1,500

Estimated Actual Expenditures

0000(Resource)
7338(Resource)
5000-5999: Services And Other Operating Expenditures \$3,000

Action 8

Planned Actions/Services

Continue requirement for students to complete 30 hours in internships and 40 hours of community service to meet graduation requirements.

Actual Actions/Services

Continued requirement for students to complete 30 hours in internships and 40 hours of community service to meet

Budgeted Expenditures

0000(Resource)
2700(Program)
2000-3999 \$4,110

Estimated Actual Expenditures

0000(Resource)
2700(Program)
2000-3999 \$4,435

Build in requirements for easier monitoring to make sure requirements are being completed. Parent meetings by grade held at the end of every year to clarify standings.

graduation requirements. Parent meetings by grade level held to clarify standards.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students earning exempt or conditionally exempt will increase by 2% per year, based on a starting point of 60%.	Students earning exempt or conditionally ready in EAP English was 75.5%; EAP Math 33%	n/a	n/a

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain/ increase Integrated Science course sections	Maintained Integrated Science course sections.	0111(Resource) 1000(Program) 1000-3999 \$31,347	0111(Resource) 1000(Program) 1000-3999 \$31,857

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Upgrade CTE instructional materials and upgrade technology.	Upgraded CTE instructional materials and upgraded technology for Business	0000(Resource) 1100(Resource) 6387(Resource) 4000-4999: Books And Supplies \$10,000	0000(Resource) 1100(Resource) 6387(Resource) 4000-4999: Books And Supplies \$10,000

Action 12

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

Maintain Cinematography class

Maintained Cinematography class, but will start being offered every other year.

0111(Resource)
1000(Program)
1000-4999 \$16,319

7338(Resource)
1000(Program)
1000-3999 \$16,207

Analysis

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

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

We paid a counseling intern to meet with every student of the school and go over their transcript and their New Tech grad requirements. In addition, she went over their interests, goals, and next steps for succeeding in their goal(s). Students are required to take college and/or CTE courses and this helps with our students being college and or career ready. Required internships, as well as the Career Choices program is helping students think through their strengths and to have a game plan for post secondary.

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

88% of the senior class is receiving 1 or more CTE pathway completer certifications. 50% of the senior class is A-G ready. We had a 100% rate of FASFA completion. Overall, we are being extremely successful with this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The number of students wanting to have access to our CTE programs is very high, so consequently our costs for CTE have increased.

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 continue the Career Choices program, we will continue to hire an intern to touch base with each student. CTE will continue, as well as keeping as many students as possible A-G ready.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Students will improve math skills through additional courses, requirements and academic support.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

1. All students below grade level (integrated math 1) will increase in their math skills by two grade levels.
2. All students will have increased in their diagnostic math skills by 1 grade level.

Actual

All grade 9 students put into integrated math 1. Students with low diagnostic math tests were given a math lab as a support class for their regular class. Students were not tracked individually.

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>All incoming 9th grade students, as well as transfer students, will take the math diagnostic test. In addition, all grade 9 and 10 students will take the math diagnostic test in the spring to assess growth and intervention needs. Tests will be submitted to CSU, Chico for analysis (\$1 per student for 110 students annually) All Students below grade level will work on an online skills foundation course over the summer as well as attend a "Basics Math Camp" in June for basic fundamentals. PSAT 8/9 and 10 will be administered yearly to use as data for growth.</p>	<p>Math diagnostic tests administered. PSAT test data utilized. Summer Math program offered.</p>	<p>0000(Resource) 5000-5999: Services And Other Operating Expenditures \$110</p> <p>0000(Resource) 7338(Resource) 1000-3999 \$2,000</p>	<p>0000(Resource) 7338(Resource) 5000-5999: Services And Other Operating Expenditures \$382</p> <p>0000(Resource) 1000-3999 \$2,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to offer Math Essentials for struggling math students. Offer a Math Skills Foundation Class for students not at grade level using CatchupMath and Peer tutors.</p>	<p>Math Labs offered in lieu of Math Essentials for struggling math students. Afterschool interventions and summer programs using CatchupMath and Peer tutors used in lieu of "Math Skills Foundation Class".</p>	<p>Math Essentials staff costs 0000(Resource) 1000-3999 \$22,446</p> <p>Math Skills Foundations staff costs 0000(Resource) 1000-3999 \$21,412</p>	<p>n/a costs for Math Labs, Afterschool interventions, and summer programs detailed in other actions in the LCAP</p>

Action 3

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

Continue to offer after school intervention and peer tutors for struggling math students (both during and after school) (see Goal #1)

Continued to offer after school intervention and peer tutors for struggling math students (both during and after school) (see Goal #1)

costs outlined in Goal #1

costs outlined in Goal #1

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to tie Math 1 curriculum to grade 9 integrated science class so that students are practicing what they are learning in math in a project in science in an applicable way.
Discuss way to tie math 2 curriculum into the biology/chemistry curriculum projects.
Continue PD for math teachers through the math grant program, SCOE and AUHSD.

Math 1 curriculum continued to be tied to 9 integrated science class. Math 2 tied to biology/chemistry was not explored. Math teachers PD via math grant program concluded.

n/a funded through outside grant

n/a

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue with the 4 year math graduation requirement.

Continued four year math graduation requirement.

n/a

n/a

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Addition of Math 2A, a slower paced math class will be added to the Master schedule for those students who are not ready for the

Math 2A added to the master schedule for those students who are not ready for the faster paced math class. Math course of study

costs outlined in Goal #1

costs outlined in Goal #1

faster paced math class. Math course of study will be refined to meet students' needs and prepare for college and career demands. Students who are below grade level will be asked to attend a "Basics Math Camp" every Friday for the month of June where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day. (See Goal #1)

was refined to meet students' needs and prepare for college and career demands. Basics Math Camp and Catchup Math both utilized.

Action 7

Planned Actions/Services

More Math opportunities offered by having Personal Finance and Introduction to Statistics in the Master schedule. (See Goal #1)

Actual Actions/Services

Personal Finance and Intro to Statistics included in the Master Schedule providing more math opportunities. (See Goal #1)

Budgeted Expenditures

costs outlined in Goal #1

Estimated Actual Expenditures

costs outlined in Goal #1

Action 8

Planned Actions/Services

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. (See Goal #1)

Actual Actions/Services

Lab class for struggling students and skill development continued with the addition of a credentialed math teacher. Struggling students or students below grade level enrolled in the math lab in addition to their math class.

Budgeted Expenditures

costs outlined in Goal #1

Estimated Actual Expenditures

costs outlined in Goal #1

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.

All grade 9 students were put into integrated math 1 course. Students who tested below grade level were also given a math lab to help support the integrated math 1 course and to try to rectify certain deficits. Diagnostic testing was redone, however, results are not back yet to be able to check success. Daily math intervention for students who did not try their homework was instituted, allowing greater success among the grade 9 students overall. The addition of integrated math 2A during the 2017-18 school year and integrated math 2B for the 2018-19 school year allows students who struggle and longer time to practice and grasp the concepts.

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

Grades for integrated math 1, 2, and 3 all increased this year and failing grades decreased. Actually improvement in diagnostic topics has yet to be determined as testing took place in late May.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost differences had to do with dropping math essentials and the math skills foundation classes in favor of math labs and daily math intervention.

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.

This summer (2018) analysis of the diagnostic tests and individual student growth will be conducted.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

ANTHS will develop and maintain a systematic method of partnering with parents and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

Parents who download Parent link will increase from 15 to 20% of total parent population. Echo training will be given 2 times per year to allow parents access to their child's daily progress. Parents who complete the annual survey will increase from 30% to 40%. Advisory leadership board will maintain it's 12 member board and will try to increase it to 15 members. Grade level parent meetings will be held every spring to go over updates and changes to keep parents better informed.

Actual

Parent link was encouraged. Echo training happened as a class setting as well as for individuals upon request. Completion of the annual survey encouraged. Advisory leadership board maintained. Grade level parent meetings for sophomores, and juniors.

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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to provide assistance to parents and students to increase their awareness and use of Parent Link, as well as to keep parents involved by using email, phone call, use of our website and our electronic sign, and parent meetings	Continued to provide assistance to parents and students to increase their awareness and use of Parent Link in the current year. For 18/19 the school will replace Parent Link with Aeries Communicate in an ongoing effort to increase parent communication by providing a tool with greater ease and a more familiar interface. Kept parents involved by using email, phone calls, use of the website, electronic sign, and parent meetings.	n/a	n/a

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student achievement will increase as a result of gathering input regarding school programs through an annual survey.	Input regarding school programs gathered from parents via site Leadership Team and LCAP community meetings.	0000(Resource) 2700(Program) 2000-5999 \$500	n/a

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student achievement will increase as a result of greater parent engagement through the use of better communication regarding site Leadership Team meetings.	Parents were engaged through participation in site Leadership Team meetings.	n/a	n/a

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.

Parent Link has proven to not be successful and as a district we are discarding it and moving to Aeries Communicate which has had better usage when started in other districts and schools. Parents will choose how they want to receive communication (email, text, phone), and how often.

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

The goal has not been achieved as desired and other actions are going to be instituted to try and improve overall communication and engagement with parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were non applicable.

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

We are changing to Aeries Communicate as a school and as a district. Our Advisory Leadership Board will be maintained.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

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.

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.

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.

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 Advisory Leadership Board met in May 2016, November 2016, February 2017, May 2017, October 2017, and March 2018, to discuss data, needs, and the LCAP

Weekly 1 ½ hour staff meetings, where LCAP is one of the topics covered, either what we are currently working on, or future LCAP goals

April: Annual New Tech Culture Survey given to all students of New Tech

Parent Meetings for each grade level, where the LCAP was discussed with other relevant grade level information (All were held in May)

June 2018 The ANTHS LCAP will be available for public comment at a special Board meeting.

June 2018, LCAP 2017-18 will be approved by the Board on this date.

All data used is from Aeries, CCRA Scores, Dataquest, Catchup math, MDT diagnostic test, PSAT 8/9, and 10 test, and New Tech Networks curriculum delivery system of ECHO.

Impact on LCAP and Annual Update

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

Collected State, County, and District- level data
Discussion of metrics, priorities, and goals.

Discussion of Implementation plan of the LCAP. Ongoing collection of data.

Agreed to continue on with math resource ideas, restorative practice professional development, etc.

It was decided to tap into our special education fund and hire a paraprofessional to help our SPED and 504 students with more one-on-one help as needed.

Began the draft for the 2017-18 LCAP, looking at last year's LCAP, current data, and ongoing concerns.

Students gave feedback on their involvement in their own education.

All major groups were notified and given an opportunity to participate, give feedback and make suggestions for improvement.

Notification was made by phone call, email, Parent Link app, Electronic sign board, and website. All Stakeholders were happy with the LCAP as it stands, no suggestions were given.

Final draft of LCAP finished and sent to the District Office as well as to the Shasta County Office of Education for feedback before being presented to the school board.

Given to the District School board for approval

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Growth in academic achievement, especially math.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students are entering high school below grade level in math. We want to be able to make sure every student is growing in achievement, and catching up to grade level as much as possible. We do well on state testing, yet a lot of our students get D's and F's in core classes due to lack of work ethic, we are trying to find a better way to motivate and engage students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	The pass rate for each of the following subjects: 1. Science will be 87%.	1. Spreadsheet for each student on where they started when they entered New Tech, and	1. Spreadsheet for each student on where they started when they entered New Tech, and	1. Spreadsheet for each student on where they started when they entered New Tech, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2. Math essentials will be 80% 3. Math 1 will be 70 % 4. Math 2 will be 70 % 5. Math 3 will be 70 % 6. English 9,10,11, and 12 will be at 85% 7. Social Science classes will be at 85% 8. ANTHS currently has 0% EL students and only one enrolled for the 2015-16 school year; 9. Maintain level of teacher mis-assignments at 0%; 10. Attendance rate of 93%.	where they finish based on MDT diagnostic math test, PSAT 8/9 and 10 tests, and grades. New Data will be added and evaluated. 2 ANTHS currently has 0% EL students and only one enrolled for the 2015-16 school year; 3 Maintain level of teacher mis-assignments at 0%; 4 Increase attendance rate by 2% to 95%.	where they finish based on MDT diagnostic math test, PSAT 8/9 and 10 tests, and grades. New data for each student will be added and evaluated. 2 ANTHS currently has 2% EL students 3 Maintain level of teacher mis-assignments in core classes at 0%; 4 Maintain high level of attendance at 95%.	where they finish based on MDT diagnostic math test, PSAT 8/9 and 10 tests, and grades. New data for each student will be added and evaluated. 2. Maintain level of teacher mis-assignments in core classes at 0%; 3. Maintain high level of attendance at 95%.

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

After school Intervention for all core classes maintained.

2018-19 Actions/Services

After school Intervention for all core classes maintained and a daily after school intervention for math students who need more help or who do not complete their homework. Planning for Tier 2 and Tier 3 interventions with a team.

2019-20 Actions/Services

After school Intervention for all core classes maintained and a daily after school intervention for math students who need more help or who do not complete their homework. Addition of Tier 2 and Tier 3 interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Budget Reference	1000-3999 0000(Resource)	1000-3999 0000(Resource)	1000-3999 0000(Resource)
Amount		\$5,000	\$5,000
Budget Reference		1000-3999 0000(Resource) or MTSS Grant	1000-3999 0000(Resource) or MTSS Grant

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Addition of a Math 2A, a slower paced math class will be added to the Master schedule for those students who are not ready for the faster paced math class. Math course of study will be refined to meet students' needs and prepare for college and career demands. Students who are below level will be asked to attend a "Basics Math Camp" every Friday for the month of June, where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day.

2018-19 Actions/Services

Diagnostics tests and grades will be analyzed to see if Math course of study needs to be refined to meet students' needs and prepare for college and career demands. Students who are below level will be asked to attend a "Basics Math Camp" every Friday for the month of June, where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day. All grade 9 students put into integrated math 1, with a designated math lab for students below grade level or who continued to struggle in the class. Daily after school math intervention for student who need more help or who did not do their homework that day for class.

2019-20 Actions/Services

Diagnostics tests and grades will be analyzed to see if Math course of study needs to be refined to meet students' needs and prepare for college and career demands. Students who are below level will be asked to attend a "Basics Math Camp" every Friday for the month of June, where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day. All grade 9 students put into integrated math 1, with a designated math lab for students below grade level or who continued to struggle in the class. Daily after school math intervention for student who need more help or who did not do their homework that day for class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,177		
Budget Reference	1000-3999 Math 2A section costs 0000(Resource)	Math 2A section costs detailed in subsequent action regarding math offerings	Math 2A section costs detailed in subsequent action regarding math offerings
Amount	\$700	\$1000	\$1000
Budget Reference	5000-5999: Services And Other Operating Expenditures Catchup Math program 6300(Resource)	5000-5999: Services And Other Operating Expenditures Catchup Math program 6300(Resource)	5000-5999: Services And Other Operating Expenditures Catchup Math program 6300(Resource)
Budget Reference	Basics Math Camp costs detailed in Goal #3	Afterschool intervention costs detailed in separate action; Math lab costs detailed in separate action; Basics Math Camp costs detailed in Goal #3	Afterschool intervention costs detailed in separate action; Math lab costs detailed in separate action; Basics Math Camp costs detailed in Goal #3

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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 Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

More Math opportunities offered by having Personal Finance and Introduction to statistics offered in the Master schedule.

2018-19 Actions/Services

Analysis of all math classes will dictate changes or continuation of current schedule. Maintain more math opportunities (e.g. Personal Finance/Intro to Stats). Addition of math 2A/2B and intentional individual learning plans regarding math for students below grade level.

2019-20 Actions/Services

Analysis of all math classes will dictate changes or continuation of current schedule. Maintain more math opportunities (e.g. Personal Finance/Intro to Stats). Addition of math 2A/2B and intentional individual learning plans regarding math for students below grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,223	\$38,041	\$39,183
Budget Reference	1000-3999 0111(Resource)	1000-3999 0111(Resource)	1000-3999 0111(Resource)

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continued Professional Development to ensure Integrated math pathway is articulated with the community college. And that math classes are covering the curriculum that students need.

2018-19 Actions/Services

Continued Professional Development to ensure Integrated math pathway is articulated with the community college. And that math classes are covering the curriculum that students need.

2019-20 Actions/Services

Continued Professional Development to ensure Integrated math pathway is articulated with the community college. And that math classes are covering the curriculum that students need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)

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
Specific Grade Spans: 9-10

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Open access to CDS

2018-19 Actions/Services

Open access to CDS

2019-20 Actions/Services

Open access to CDS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a separate school placement within district	n/a separate school placement within district	n/a separate school placement within district

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Plato coursework will be supported and explored for other opportunities to grant initial credit, and possibly CTE credit as well.

Struggling and transfer students will receive individualized academic support. Coursework will be supported and analyzed to make sure it is meeting student academic achievement and credit needs. Coursework will be explored for other opportunities to grant initial credit, possibly CTE credit as well.

Struggling and transfer students will receive individualized academic support. Coursework will be supported and analyzed to make sure it is meeting student academic achievement and credit needs. Coursework will be explored for other opportunities to grant initial credit, possibly CTE credit as well.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,547	\$14,122	\$14,546
Budget Reference	1000-3999 0111(Resource)	1000-3999 3010(Resource)	1000-3999 3010(Resource)
Amount		\$2,665	\$2,665
Budget Reference		5000-5999: Services And Other Operating Expenditures 1100(Resource)	5000-5999: Services And Other Operating Expenditures 1100(Resource)

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Highly Qualified Teachers will remain at the current level of 100%

2018-19 Actions/Services

Highly Qualified Teachers will remain at the current level of 100%

2019-20 Actions/Services

Highly Qualified Teachers will remain at the current level of 100%

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	n/a

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class.

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class.

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,337	\$33,372	\$34,374
Budget Reference	1000-3999 0111(Resource)	1000-3999 0111(Resource)	1000-3999 0111(Resource)

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Continue CCRA writing assessments in all disciplines to improve student writing in all disciplines.

Continue CCRA writing assessments in all disciplines to improve student writing in all disciplines.

Continue CCRA writing assessments in all disciplines to improve student writing in all disciplines.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	n/a	n/a	n/a

Action 10

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model.	Continue membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model.	Continue membership in New Tech Network to support CCRA writing assessment program and PD for project-based learning model.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,000	\$16,100	\$16,100
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)

Action 11

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain current guidance and counseling support services and continue with part-time therapist

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

Unchanged Action

2018-19 Actions/Services

Maintain current guidance and counseling support services and continue with part-time therapist

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

Unchanged Action

2019-20 Actions/Services

Maintain current guidance and counseling support services and continue with part-time therapist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$78,900	\$80,410	\$82,822
Budget Reference	1000-3999 .70 FTE 0000(Resource) 3110(Program)	1000-3999 .70 FTE 0000(Resource) 3110(Program)	1000-3999 .70 FTE 0000(Resource) 3110(Program)
Amount		\$11,600	\$12,500
Budget Reference		5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)

Action 12

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Instructional materials/textbooks, technology

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

Unchanged Action

2018-19 Actions/Services

Instructional materials/textbooks

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

Unchanged Action

2019-20 Actions/Services

Instructional materials/textbooks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$25,000	\$25,000
Budget Reference	4000-4999: Books And Supplies 6300,1100(Resource)	4000-4999: Books And Supplies 6300,1100(Resource)	4000-4999: Books And Supplies 6300,1100(Resource)

Action 13

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

In school tutoring period – Achievement/Advisory

2018-19 Actions/Services

In school tutoring period – Achievement/Advisory

2019-20 Actions/Services

In school tutoring period – Achievement/Advisory

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a within certificated work day for in school tutoring	n/a within certificated work day for in school tutoring	n/a within certificated work day for in school tutoring

Action 14

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Teachers will utilize Echo to administer benchmark testing and review data concerning student academic progress. MDT testing and PSAT 8/9 and 10 will also be utilized to address student needs

2018-19 Actions/Services

Teachers will utilize Echo to administer benchmark testing and review data concerning student academic progress. MDT testing and PSAT 8/9 and 10 will also be utilized to address student needs

2019-20 Actions/Services

Teachers will utilize Echo to administer benchmark testing and review data concerning student academic progress. MDT testing and PSAT 8/9 and 10 will also be utilized to address student needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Budget Reference	4000-4999: Books And Supplies 7338(Resource)	4000-4999: Books And Supplies 7338(Resource)	4000-4999: Books And Supplies 0000(Resource)

Action 15

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase opportunities for students to enroll in concurrent and dual-enrolled college courses, and articulated classes with CTE courses.
pay for fees and books for low income students

2018-19 Actions/Services

Increase opportunities for students to enroll in concurrent and dual-enrolled college courses, and articulated classes with CTE courses.
pay for fees and books for low income students

2019-20 Actions/Services

Increase opportunities for students to enroll in concurrent and dual-enrolled college courses, and articulated classes with CTE courses.
pay for fees and books for low income students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$1,000
Budget Reference	4000-4999: Books And Supplies 6387(Resource) 7338(Resource)	4000-4999: Books And Supplies 6387(Resource) 7338(Resource)	4000-4999: Books And Supplies 0000(Resource) 6387(Resource)
Amount		\$14,360	\$14,731
Budget Reference		1000-3999 Business Communications CTE course costs 6387(Resource) 7338(Resource)	1000-3999 Business Communications CTE course costs 0000(Resource) 6387(Resource)

Action 16

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Maintain additional paraprofessional support for special education students.	Maintain additional paraprofessional support for special education students.	Maintain additional paraprofessional support for special education students.
------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------------

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year			
Amount	\$40,050	\$44,728	\$46,070
Budget Reference	2000-5999 6500 (Resource)	2000-5999 6500 (Resource)	2000-5999 6500(Resource)

Action 17

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

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

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p> <p>2017-18 Actions/Services</p> <p>Maintain increased elective offerings</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p> <p>2018-19 Actions/Services</p> <p>Maintain increased elective offerings</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p> <p>2019-20 Actions/Services</p> <p>Maintain increased elective offerings</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,301	\$66,501	\$68,495
Budget Reference	1000-3999 0111(Resource)	1000-3999 0111(Resource)	1000-3999 0111(Resource)

Action 18

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue perfect attendance award program

2018-19 Actions/Services

Continue perfect attendance award program

2019-20 Actions/Services

Continue perfect attendance award program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$300
Budget Reference	4000-4999: Books And Supplies 0000(Resource)	4000-4999: Books And Supplies 0000(Resource)	4000-4999: Books And Supplies 0000(Resource)

Action 19

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain adequate & safe Home to School Transportation to in district students to aid in attendance.

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

Unchanged Action

2018-19 Actions/Services

Maintain adequate & safe Home to School Transportation to in district students to aid in attendance.

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

Unchanged Action

2019-20 Actions/Services

Maintain adequate & safe Home to School Transportation to in district students to aid in attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$34,000	\$35,000
Budget Reference	5700-5799: Transfers Of Direct Costs 0000(Resource)	5700-5799: Transfers Of Direct Costs 0000(Resource)	5700-5799: Transfers Of Direct Costs 0000(Resource)

Action 20

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Attendance will be tracked. Students and parents will be notified with every absence. As absences go beyond 10% of the school year, students will be asked to attend Saturday School or evening school to make up attendance.

2018-19 Actions/Services

Attendance will be tracked. Students and parents will be notified with every absence. As absences go beyond 10% of the school year, students will be asked to attend Saturday School or evening school to make up attendance.

2019-20 Actions/Services

Attendance will be tracked. Students and parents will be notified with every absence. As absences go beyond 10% of the school year, students will be asked to attend Saturday School or evening school to make up attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$895	\$907	\$935
Budget Reference	1000-3999 Saturday School: 0000(Resource) 1055(Program)	1000-3999 Saturday School: 0000(Resource) 1055(Program)	1000-3999 Saturday School: 0000(Resource) 1055(Program)

Amount	\$2,100	\$2,100	\$2,100
Budget Reference	5000-5999: Services And Other Operating Expenditures A2A Software: 0000(Resource) 3110(Program)	5000-5999: Services And Other Operating Expenditures A2A Software: 0000(Resource) 3110(Program)	5000-5999: Services And Other Operating Expenditures A2A Software: 0000(Resource) 3110(Program)

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)

Modified Goal

Goal 2

By Spring 2020, all students will be in an identified CTE pathway or in a-g course of study or both.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

New State requirements want students to be college and career ready. We are going to have students be as prepared as possible for post-secondary life.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Spreadsheet of students initial math and ELA scores on diagnostic testing as well as current grades by subject.</p>	<p>A-G completion rate will increase by 2% as reported by district examination of data in SIS. ANTHS will have a CTE pathway in Digital Arts with a capstone</p>	<p>A-G completion rate will increase by 2% as reported by district examination of data in SIS. ANTHS will have a CTE pathway in Digital Arts with a capstone</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	A-G plus a pathway = 38% A-G = 44% pathway completer = 70% CTE courses only 9% high school diploma only = 15%	class in Cinematography or Graphic Design and explore the possibility of other CTE pathways. All juniors will be enrolled in CTE pathways or A-G qualified courses. 40% of seniors will graduate being A-G qualified. 70% of seniors will graduate being a CTE pathway completer. Students earning exempt or conditionally exempt status in English and math will increase by 6%. High school diploma only will decrease by 2% per year.	class in Cinematography or Graphic Design and explore the possibility of other CTE pathways. All juniors will be enrolled in CTE pathways or A-G qualified courses. 40% of seniors will graduate being A-G qualified. 70% of seniors will graduate being a CTE pathway completer. Students earning exempt or conditionally exempt status in English and math will increase by 6%. High school diploma only will decrease by 2% per year.	

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain current level of 44% of students meeting a-g requirements and improve by 2% per year.

2018-19 Actions/Services

Maintain current level of 44% of students meeting a-g requirements and improve by 2% per year.

2019-20 Actions/Services

Maintain current level of 44% of students meeting a-g requirements and improve by 2% per year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	n/a	n/a	n/a

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain current level of 40% of senior students in ROP, CTE courses.

Maintain current level of 40% of senior students in ROP, CTE courses.

Maintain current level of 40% of senior students in ROP, CTE courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$27,000	\$27,000
Budget Reference	5700-5799: Transfers Of Direct Costs 0000(Resource) 0125(Program)	5700-5799: Transfers Of Direct Costs 0000(Resource) 0125(Program)	5700-5799: Transfers Of Direct Costs 0000(Resource) 0125(Program)
Amount		\$7,180	
Budget Reference		1000-3999 6387(Resource)	

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
------------------------------------------------	----------	-------------

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Guidance counselors will communicate, maintain, and update the students' academic plan. Additional counseling time (making counselor fulltime) will be maintained.	Guidance counselors will communicate, maintain, and update the students' academic plan. Additional counseling time (making counselor fulltime) will be maintained.	Guidance counselors will communicate, maintain, and update the students' academic plan. Additional counseling time (making counselor fulltime) will be maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,234	\$31,266	\$32,204
Budget Reference	1000-3999 .30 FTE 0111(Resource) 3110(Program)	1000-3999 .30 FTE 0111(Resource) 3110(Program)	1000-3999 .30 FTE 0111(Resource) 3110(Program)

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Students will increase their understanding of financial aid and college requirements through workshops provided after school.

2018-19 Actions/Services

Students will increase their understanding of financial aid and college requirements through workshops provided after school.

2019-20 Actions/Services

Students will increase their understanding of financial aid and college requirements through workshops provided after school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a within counselor assignment	n/a within counselor assignment	n/a within counselor assignment

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways.

2018-19 Actions/Services

Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways.

2019-20 Actions/Services

Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	n/a

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain level of 100% standards aligned classes

Maintain level of 100% standards aligned classes

Maintain level of 100% standards aligned classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	n/a

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

All staff will gain a deeper understanding of college and career requirements as a result of professional development for key teachers and counselor.

2018-19 Actions/Services

All staff will gain a deeper understanding of college and career requirements as a result of professional development for key teachers and counselor. Counselor will participate in countywide counseling initiative.

2019-20 Actions/Services

All staff will gain a deeper understanding of college and career requirements as a result of professional development for key teachers and counselor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$12,500	\$1,500
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000(Resource) 7338(Resource)	5000-5999: Services And Other Operating Expenditures 7338(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)
Amount		\$2,414	
Budget Reference		1000-3999 7338(Resource)	

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue requirement for students to complete 30 hours in internships and 40	Continue requirement for students to complete 30 hours in internships and 40	Continue requirement for students to complete 30 hours in internships and 40

hours of community service to meet graduation requirements. Build in requirements for easier monitoring to make sure requirements are being completed. Parent meetings by grade held at the end of every year to clarify standings.

hours of community service to meet graduation requirements. Build in requirements for easier monitoring to make sure requirements are being completed. Parent meetings by grade held at the end of every year to clarify standings.

hours of community service to meet graduation requirements. Build in requirements for easier monitoring to make sure requirements are being completed. Parent meetings by grade held at the end of every year to clarify standings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,110	\$4,646	\$4,786
Budget Reference	2000-3999 0000(Resource) 2700(Program)	2000-3999 0000(Resource) 2700(Program)	2000-3999 0000(Resource) 2700(Program)

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Students earning exempt or conditionally exempt will increase by 2% per year, based on a starting point of 60%.

2018-19 Actions/Services

Students earning exempt or conditionally exempt will increase by 2% per year, based on a starting point of 60%.

2019-20 Actions/Services

Students earning exempt or conditionally exempt will increase by 2% per year, based on a starting point of 60%.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	n/a	n/a	n/a

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain/ increase Integrated Science course sections

2018-19 Actions/Services

Maintain/ increase Integrated Science course sections

2019-20 Actions/Services

Maintain/ increase Integrated Science course sections

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,347	\$33,092	\$34,085
Budget Reference	1000-3999 0111(Resource) 1000(Program)	1000-3999 0111(Resource) 1000(Program)	1000-3999 0111(Resource) 1000(Program)

Action 11

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Upgrade CTE instructional materials and upgrade technology.

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

Unchanged Action

2018-19 Actions/Services

Upgrade CTE instructional materials and upgrade technology.

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

Unchanged Action

2019-20 Actions/Services

Upgrade CTE instructional materials and upgrade technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Budget Reference	4000-4999: Books And Supplies 0000(Resource) 1100(Resource) 6387(Resource)	4000-4999: Books And Supplies 0000(Resource) 1100(Resource)	4000-4999: Books And Supplies 0000(Resource) 1100(Resource)

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Maintain Cinematography class

2018-19 Actions/Services

Maintain Cinematography class as an every other year offering

2019-20 Actions/Services

Maintain Cinematography class as an every other year offering

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,319		\$17,000
Budget Reference	1000-4999 0111(Resource) 1000(Program)		1000-4999 0111(Resource) 1000(Program)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Students will improve math skills through additional courses, requirements and academic support.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

students are still arriving below grade level in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	1. All students below grade level in grade 9 (integrated math 1) will increase in their math skills by two grade levels.	1. All students below grade level (integrated math 1) will increase in their math skills by two grade levels. 2. All students will have increased in their	1. All students below grade level (integrated math 1) will increase in their math skills by two grade levels. 2. All students will have increased in their	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2. All students will have increased in their diagnostic math skills by 1 grade level.	diagnostic math skills by 1 grade level.	diagnostic math skills by 1 grade level.	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All incoming 9th grade students, as well as transfer students, will take the math diagnostic test. In addition, all grade 9 and 10 students will take the math diagnostic test in the spring to assess growth and

2018-19 Actions/Services

All incoming 9th grade students, as well as transfer students, will take the math diagnostic test. In addition, all grade 9 and 10 students will take the math diagnostic test in the spring to assess growth and

2019-20 Actions/Services

All incoming 9th grade students, as well as transfer students, will take the math diagnostic test. In addition, all grade 9 and 10 students will take the math diagnostic test in the spring to assess growth and

intervention needs. Tests will be submitted to CSU, Chico for analysis (\$1 per student for 110 students annually)
 All Students below grade level will work on an online skills foundation course over the summer as well as attend a "Basics Math Camp" in June for basic fundamentals. PSAT 8/9 and 10 will be administered yearly to use as data for growth.

intervention needs. Tests will be submitted to CSU, Chico for analysis (\$1 per student for 110 students annually)
 All Students below grade level will work on an online skills foundation course over the summer as well as attend a "Basics Math Camp" in June for basic fundamentals. PSAT 8/9 and 10 will be administered yearly to use as data for growth.

intervention needs. Tests will be submitted to CSU, Chico for analysis (\$1 per student for 110 students annually)
 All Students below grade level will work on an online skills foundation course over the summer as well as attend a "Basics Math Camp" in June for basic fundamentals. PSAT 8/9 and 10 will be administered yearly to use as data for growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110	\$110	\$110
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)	5000-5999: Services And Other Operating Expenditures 0000(Resource)
Amount	\$2,000	\$2,000	\$2,000
Budget Reference	1000-3999 0000(Resource) 7338(Resource)	1000-3999 0000(Resource) 7338(Resource)	1000-3999 0000(Resource)

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Continue to offer Math Essentials for struggling math students. Offer a Math Skills Foundation Class for students not at grade level using CatchupMath and Peer tutors.

2018-19 Actions/Services

Math labs provided for struggling math students in lieu of Math Essentials. "Math Skill Foundation" not offered as a class but via afterschool intervention and summer math programs for students not at grade level using CatchupMath and Peer tutors. These actions are detailed separately in LCAP

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,446		
Budget Reference	1000-3999 Math Essentials staff costs 0000(Resource)	n/a costs detailed in separate actions	
Amount	\$21,412		
Budget Reference	1000-3999 Math Skills Foundations staff costs 0000(Resource)		

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to offer after school intervention and peer tutors for struggling math students (both during and after school) (see Goal #1)

2018-19 Actions/Services

Continue to offer after school intervention and peer tutors for struggling math students (both during and after school) (see Goal #1)

2019-20 Actions/Services

Continue to offer after school intervention and peer tutors for struggling math students (both during and after school) (see Goal #1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	costs outlined in Goal #1	costs outlined in Goal #1	costs outlined in Goal #1

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Continue to tie Math 1 curriculum to grade 9 integrated science class so that students are practicing what they are learning in math in a project in science in an applicable way.
Discuss way to tie math 2 curriculum into the biology/chemistry curriculum projects. Continue PD for math teachers through the math grant program, SCOE and AUHSD.

2018-19 Actions/Services

Continue to tie Math 1 curriculum to grade 9 integrated science class so that students are practicing what they are learning in math in a project in science in an applicable way.
Discuss way to tie math 2 curriculum into the biology/chemistry curriculum projects.

2019-20 Actions/Services

Continue to tie Math 1 curriculum to grade 9 integrated science class so that students are practicing what they are learning in math in a project in science in an applicable way.
Discuss way to tie math 2 curriculum into the biology/chemistry curriculum projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	n/a funded through outside grant	n/a	n/a

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue with the 4 year math graduation requirement.

2018-19 Actions/Services

Continue with the 4 year math graduation requirement.

2019-20 Actions/Services

Continue with the 4 year math graduation requirement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	n/a

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Addition of Math 2A, a slower paced math class will be added to the Master schedule for those students who are not ready for the faster paced math class. Math course of study will be refined to meet students' needs and prepare for college and career demands. Students who are below grade level will be asked to attend a "Basics Math Camp" every Friday for the month of June where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day. (See Goal #1)

2018-19 Actions/Services

Diagnostics tests and grades will be analyzed to see if Math course of study needs to be refined to meet students' needs and prepare for college and career demands. Students who are below level will be asked to attend a "Basics Math Camp" every Friday for the month of June, where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day. (See Goal #1)

2019-20 Actions/Services

Diagnostics tests and grades will be analyzed to see if Math course of study needs to be refined to meet students' needs and prepare for college and career demands. Students who are below level will be asked to attend a "Basics Math Camp" every Friday for the month of June, where fractions, decimals, percentages will be retaught and practiced to improve basic skills. Catchup Math will be recommended for all students to work on over the summer for 1/2 hour per day. (See Goal #1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	costs outlined in Goal #1	costs outlined in Goal #1	costs outlined in Goal #1

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

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 Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

More Math opportunities offered by having Personal Finance and Introduction to Statistics in the Master schedule. (See Goal #1)

2018-19 Actions/Services

More Math opportunities offered by having Personal Finance, Introduction to Statistics, Math 2A/2B in the Master schedule. (See Goal #1)

2019-20 Actions/Services

More Math opportunities offered by having Personal Finance, Introduction to Statistics, Math 2A/Math2B in the Master schedule. (See Goal #1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	costs outlined in Goal #1	costs outlined in Goal #1	costs outlined in Goal #1

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
------------------------------------------------	----------	-------------

Actions/Services

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. (See Goal #1)

2018-19 Actions/Services

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. (See Goal #1)

2019-20 Actions/Services

Lab class for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. (See Goal #1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	costs outlined in Goal #1	costs outlined in Goal #1	costs outlined in Goal #1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

ANTHS will develop and maintain a systematic method of partnering with parents and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Parent engagement will help with student engagement and success

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Parents who download Parent link will increase from 15 to 20% of total parent population. Echol training will be given 2 times per year to allow parents access to their child's daily progress. Parents who complete the annual survey will	Parents who download Parent link will increase from 15 to 20% of total parent population. Echol training will be given 2 times per year to allow parents access to their child's daily progress. Parents who complete the annual survey will	Parents who download Parent link will increase from 15 to 20% of total parent population. Echol training will be given 2 times per year to allow parents access to their child's daily progress. Parents who complete the annual survey will	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	increase from 30% to 40%. Advisory leadership board will maintain it's 12 member board and will try to increase it to 15 members. Grade level parent meetings will be held every spring to go over updates and changes to keep parents better informed.	increase from 30% to 40%. Advisory leadership board will maintain it's 12 member board and will try to increase it to 15 members. Grade level parent meetings will be held every spring to go over updates and changes to keep parents better informed.	increase from 30% to 40%. Advisory leadership board will maintain it's 12 member board and will try to increase it to 15 members. Grade level parent meetings will be held every spring to go over updates and changes to keep parents better informed.	

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Continue to provide assistance to parents and students to increase their awareness and use of Parent Link, as well as to keep parents involved by using email, phone call, use of our website and our electronic sign, and parent meetings

2018-19 Actions/Services

School will implement Aeries Communicate as well as keep parents involved by using email, phone calls, use of our website and our electronic sign, and parent meetings

2019-20 Actions/Services

School will maintain Aeries Communicate as well as to keep parents involved by using email, phone calls, use of our website and our electronic sign, and parent meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,000	\$1,000
Budget Reference	n/a	5000-5999: Services And Other Operating Expenditures Aeries Communicate software 0000(Resource)	5000-5999: Services And Other Operating Expenditures Aeries Communicate software 0000(Resource)

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Student achievement will increase as a result of greater parent engagement through the use of better communication regarding site Leadership Team meetings.

2018-19 Actions/Services

Student achievement will increase as a result of greater parent engagement through the use of better communication regarding site Leadership Team meetings.

2019-20 Actions/Services

Student achievement will increase as a result of greater parent engagement through the use of better communication regarding site Leadership Team meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	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 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$176,582

Percentage to Increase or Improve Services

10.74%

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 charter's unduplicated population represents 53.71% of students. The charter plans to use the supplemental/concentration funds generated by these students as outlined in Goals 1-4. Services are planned to be implemented on a schoolwide basis. The primary benefit is for the unduplicated students but all students will benefit from the plan. The charter believes these are the most effective uses of the additional funds to improve the educational program for unduplicated students for a variety of reasons. Delivering services in a targeted approach creates administrative cost burdens that are not necessary when these funds would be best spent servicing pupils as a whole while still providing underprivileged students comparable or increased services. Providing services in a schoolwide manner is more consistent with the way many existing programs are already administered, creating consistency within the school. Additionally, planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available without interruption. Due to the small size of the charter and essentially that every other student (102 out of 189 in 2017-18) is unduplicated and receiving some kind of services, providing services in a schoolwide manner is believed to be the most effective way to improve the educational program. Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling, and parent engagement activities as described in the various strategies in Goals 1-4.

The charter plans to spend \$202,272 to provide services described above. These services will be provided in a schoolwide basis due to size of the charter school as well as the high concentration of unduplicated students at the school. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted as they exceed the targeted amount of \$176,582.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$173,063

Percentage to Increase or Improve Services

10.92%

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 charter's unduplicated population represents 52.61% of students. The charter plans to use the supplemental/concentration funds generated by these students as outlined in Goals 1-4. Services are planned to be implemented on a schoolwide basis. The primary benefit is for the targeted students but all students will benefit from the plan. The charter believes these are the most effective uses of the additional funds to improve the educational program for targeted students for a variety of reasons. Delivering services in a targeted approach creates administrative cost burdens that are not necessary when these funds would be best spent servicing pupils as a whole while still providing underprivileged students comparable or increased services. Providing services in a schoolwide manner is more consistent with the way many existing programs are already administered, creating consistency within the school. Additionally, planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available without interruption. Due to the small size of the charter and essentially that every other student (102 out of 182 in 2016-17) is targeted for services, providing services in a schoolwide manner is believed to be the most effective way to improve the educational program. Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling, and parent engagement activities as described in the various strategies in Goals 1-4.

The charter plans to spend \$198,308 to provide services described above. These services will be provided in a schoolwide basis due to size of the charter school as well as the high concentration of unduplicated students at the school. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted as they exceed the targeted amount of \$173,063.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	500,008.00	500,242.00	500,008.00	530,414.00	538,007.50	1,568,429.50
	500,008.00	500,242.00	500,008.00	530,414.00	538,007.50	1,568,429.50

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	500,008.00	500,242.00	500,008.00	530,414.00	538,007.50	1,568,429.50
1000-3999	328,819.00	324,098.00	328,819.00	333,665.00	333,375.00	995,859.00
1000-4999	16,319.00	0.00	16,319.00	0.00	17,000.00	33,319.00
2000-3999	4,110.00	4,435.00	4,110.00	4,646.00	4,786.00	13,542.00
2000-5999	40,550.00	44,096.00	40,550.00	45,228.00	46,570.00	132,348.00
4000-4999: Books And Supplies	43,800.00	41,366.00	43,800.00	37,800.00	36,301.50	117,901.50
5000-5999: Services And Other Operating Expenditures	21,410.00	25,247.00	21,410.00	48,075.00	37,975.00	107,460.00
5700-5799: Transfers Of Direct Costs	45,000.00	61,000.00	45,000.00	61,000.00	62,000.00	168,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	500,008.00	500,242.00	500,008.00	530,414.00	538,007.50	1,568,429.50
1000-3999		328,819.00	324,098.00	328,819.00	333,665.00	333,375.00	995,859.00
1000-4999		16,319.00	0.00	16,319.00	0.00	17,000.00	33,319.00
2000-3999		4,110.00	4,435.00	4,110.00	4,646.00	4,786.00	13,542.00
2000-5999		40,550.00	44,096.00	40,550.00	45,228.00	46,570.00	132,348.00
4000-4999: Books And Supplies		43,800.00	41,366.00	43,800.00	37,800.00	36,301.50	117,901.50
5000-5999: Services And Other Operating Expenditures		21,410.00	25,247.00	21,410.00	48,075.00	37,975.00	107,460.00
5700-5799: Transfers Of Direct Costs		45,000.00	61,000.00	45,000.00	61,000.00	62,000.00	168,000.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	345,030.00	374,343.00	345,030.00	398,706.00	407,822.50	1,151,558.50
Goal 2	108,510.00	123,517.00	108,510.00	128,098.00	126,575.00	363,183.00
Goal 3	45,968.00	2,382.00	45,968.00	2,110.00	2,110.00	50,188.00
Goal 4	500.00	0.00	500.00	1,500.00	1,500.00	3,500.00
Goal 5			2,995.00	2,995.00	2,995.00	8,985.00

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