

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

School for Entrepreneurship & Technology

Contact Name and Title

Neil McCurdy
Executive Director

Email and Phone

neil.mccurdy@sethhigh.org
858-874-4338

2017-20 Plan Summary

The Story

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

The School for Entrepreneurship and Technology is located in Serra Mesa in San Diego, CA and serves students from all across San Diego. Our students come to our school primarily because it is a small school with small classes where no child gets lost or ignored. The school prepares students for a life beyond college by focusing on two 21st century skills: Entrepreneurship and Technology. Our students are SETUP for success by teaching them the entrepreneurial mindset which includes a focus on: Social Responsibility, Effective Leadership, Technology as a Tool, Uncertainty as Opportunity, and Passion, Purpose, and Performance.

The following is a snapshot of our demographics for the 2017/18 school year:

Num Students: 222
Socioeconomically Disadvantaged: 28%
English Learners: 3%
Students with Disabilities: 28%
Foster Youth: .5%

White: 52%
Hispanic: 30%
Black or African American: 6%
Asian: 2%
Filipino: 1%
Mixed Race: 10%

LCAP Highlights

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

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

SET is very proud of the shift in the culture of the school to one of excellence and high standards. The extra supports that SET provided to our students continued this year with some small tweaks to provide even more support. We added ELA support, peer counseling and peer tutoring, SAT tutoring and peer tutoring at a new Saturday school initiative called Saturdays at SET, we brought on a school psychologist intern to spread the load for our existing school psychologist, we expanded our partnership with Northrop Grumman who provided once/week mentoring for robotics students, we instituted weekly Passion Talks where industry professionals engaged with our whole student body, and we started a program called Passion Projects where students had the opportunity to work on their passion once per week. Our overall SBAC test scores remained largely the same. We would have liked to see an increase across the board, but we are pleased to report that we saw a substantial increase in both Math and ELA proficiency rates for our socioeconomically disadvantaged students. In both Math and ELA the scores for this group increased by 6 percentage points. They still track below the general population, but we are seeing some positive gains. For our Students with Disabilities, we saw a substantial drop in math scores (down 17 percentage points) and a drop in ELA (down 6 percentage points). This, despite us having increased supports. The data was puzzling at first, but since our testing class is so small, a few changes in students can result in dramatic swings of the scores. The 2017 cohort had a few students in it who are disabled but gifted mathematically. We clearly need to continue our efforts to improve the supports for our students with disabilities, especially in Math. The small testing class makes it difficult to compare data for the other subgroups. The 2017 cohort had an African American population of only 1. The 2018 cohort had 5. Those 5 students did very well compared to our general population (40% proficiency in Math and 80% proficiency in English). Our Hispanic and Latino students decreased in Math by 9 percentage points but increased in ELA by 5 percentage points.

In our view one of the most influential factors in determining students academic success is time spent under the guidance of teachers. To that end, we utilized restorative justice practices to continue our very low suspension rate of 5.1%.

Since the SBAC only evaluates how our 11th graders are doing and since the 2017/18 school year was the first year that we collected data for English (using a tool called NewsELA) and for Math (using a tool called Renaissance Math), we need to rely on grades and GPA to determine how well our supports are working for the rest of our students. Looking at GPA data and the number of classes failed, we see some positive trends. Comparing grade to grade (this year's 9th graders to last year's 9th graders, for example) the general trend is a lower GPA and more F's. If we track the

grades as they progress through the years, though, we see a trend of increasing GPA and fewer failing grades. For example, this year's graduating class had the average number of F's go from .99 in 2016 to 1.03 in 2017 to .97 in 2018. For this year's Juniors, the average number of F's went from 1.07 to 1.13 to .86. The average GPAs show the same trend. This confirms the overall feeling that our high touch, restorative practice approach to education has a long term positive impact on the students. The dip in grades during the Sophomore year tracks with the increased expectations that we place on our Sophomores as classes get more difficult, but the students eventually rise to the challenge and by their Junior and Senior year are more committed learners. The targeted subgroups all follow a similar trajectory, but unfortunately with lower GPAs and more F's. For example, the students with disabilities in the current graduating class went from an average of 1.8 F's in 2017 to 1.6 F's in 2018.

Going forward we hope to have better data from our NewsELA and Renaissance Math tools to better track performance.

Overall we have seen an improvement in both culture and academics and we believe that this positive trend will continue based on the systemic changes that we are making to the school. Lastly, in addition to internal school progress (and in recognizing the systemic dynamics that contribute to educational success), we have also placed increased emphasis on our external outreach to the broader community. Securing corporate partnerships, mentorships, internships, donors, volunteers and civic partners who all contribute to cultivating our students' positive educational experience is a vital component of our school operations. This outreach continues to serve as a catalyst for positioning our school as a hallmark of educational excellence as well as demonstrating entrepreneurial acumen and resolve.

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

Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.

Despite efforts to improve attendance by offering rewards (last year) and by communicating to students and parents about the importance of attendance (by having the parents and students sign a compact this year and by having a clearly defined attendance requirement in order to pass classes) we have not shown improvement according to the state's definition of chronic absenteeism. Our rate can be partially explained by students who are only briefly enrolled in our school (a common occurrence because families decide that the commute is too large after trying the school for a few days), but this does not discount the fact that we have an attendance problem that needs to be resolved. To address this problem we will be looking for ways to improve our SARB process, we will be utilizing data and metrics catching offenders earlier (before they become chronic), and we will be explicitly notifying parents and students of our strict attendance policies and of the consequences.

Our SBAC scores (especially in Math) are still below where we would like them to be. Our largest subgroup that dominates much of the supports that we offer at our school is our students with disabilities. Our SBAC scores without these students are significantly higher (Math: 41%, ELA:

80%) (which may seem obvious, but two years ago we did not see a corresponding trend). We identified the primary problem with Math in 2015/16 as students not finishing Alg II by the end of the 11th grade. To resolve this problem we have been placing more emphasis on having all students finish Alg II by 11th grade. Next year will be the first year where this push from 2015/16 will be possible. In addition, we have also restructured our schedule to support more contact time with Math and we have instituted a new rule for 2018 that will require students to be in a Math class all year for 9th, 10th and 11th grade.

For this year's 11th graders, we still had roughly 25% who had not yet taken Alg II. The results are exactly what we would expect to see given our students' current levels of math understanding. All of the action items identified last year were designed to remedy this problem, but it will take a couple of years for the remedy to reach the 11th grades who take the SBAC. For our current 9th and 10th graders, the majority are on track to meet this goal. We plan to continue with this long-term systemic change to our math education, but also will work to provide even more supports for our math students. We will continue to offer tutoring in Math before school and after school and we will continue to offer support classes to our struggling students.

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 did not have any state indicators that showed that a particular student group performed two or more levels below "all student" performance. The State dashboard is not showing a break-out for our sub-groups so that must mean that we do not have enough students in the sub groups to be statistically significant. Looking at the raw results, however, our Hispanic, Socioeconomically disadvantaged, and students with disabilities all underperformed in the 2016/17 SBAC for ELA and Math. Each of those groups saw substantial improvement in the 2017/18 SBAC, so we will continue with the supports that we put in place for the 2016/17 school year.

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

SET has the appropriate staff in place to provide support for all students. Last year we made a concerted effort to be aware of exactly which students were low-income. Our staff has always done a good job of supporting these students, but we wanted to make sure that we knew who they were so that we could provide additional supports as necessary. Our free lunch program is not well received by our students so we will be looking at providing additional options for lunch and meals throughout the day for our hungry students. Our dedicated staff already give generously to these students out of their own pockets, but we want to make sure that the school is also supporting these students where possible.

We have a very small foster youth population. We already provide a lot of support for these students and will continue to do so.

For our English Learners, our staff provides a lot of support integrating these students into the regular curriculum. We plan to have an ELA support class next year that will double as a support class for EL students. We have given one of our Spanish speaking Academic Coaches increased hours so that will help keep them on campus longer to provide additional support to our Spanish speaking EL students.

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	\$3,034,865
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$823,750.00

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.

The budget is dominated by teacher salaries and facilities costs. Salaries come to roughly \$2,000,000. Facilities costs are roughly \$500,000 and books and supplies account for about \$100k.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,048,115

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

Increase Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Number of parents active in non-mandatory monthly activities associated with the school.

17-18

The school will encourage parental involvement by creating a compact with parents. We would like to involve parents as mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer opportunities for students, parents and the community at large to be more involved with the happenings at SET. If we could get 20 parents to serve as mentors, that would be fantastic. We will specifically reach out to students in subgroups.

Baseline

< 10

Actual

Parents and students did sign a compact this year. The end of the year saw a tremendous increase in parental involvement when the culture of the school was threatened by proposed staffing changes by the board. The parents and students came out in unanimous support for the administration and teachers.

We had 3 parents lead our May Matters fundraising initiative.

We had 2 parents run our robotics club.

We had 2 parents run our Cyber Patriots club.

We had 2 parents run our Bowling club.

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

Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get projector, screen, and audio equipment to make recording easy and professional.

Actual
Actions/Services

The parents who showed up to the meetings did not like having the meetings recorded and avoided speaking. Decided to have smaller more frequent meetings specific to grade levels to increase participation. Most parents relied on the frequent email communication from the Principal and did not feel that they needed to have additional meetings to feel connected to the school.

Budgeted
Expenditures

4000-4999: Books And Supplies
Base 4000

Estimated Actual
Expenditures

4000-4999: Books And Supplies
Supplemental 0

Action 2

Planned
Actions/Services

Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.

Actual
Actions/Services

All of our Passion Talks were live streamed on Facebook. We did not have the budget this year to support the purchase of projectors and streaming equipment so we made due with what we had.

Budgeted
Expenditures

Funded in other line item or goal

Estimated Actual
Expenditures

Action 3

Planned
Actions/Services

Continue to have two exhibitions and monthly parent group meetings.

Actual
Actions/Services

We had 2 exhibitions and monthly parent meetings.

Budgeted
Expenditures

4000-4999: Books And Supplies
Base 2000

Estimated Actual
Expenditures

4000-4999: Books And Supplies
Base 2000

Action 4

Planned
Actions/Services

Add a second Back to School night for the second term.

Actual
Actions/Services

Second back to school night was added.

Budgeted
Expenditures

0

Estimated Actual
Expenditures

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Have parents sign up with their expertise and the number of hours that they are willing to commit to mentoring students on their passion projects and Saturdays@SET.	This did not happen this year, but we plan to have more parental involvement in Saturdays at SET next year. Saturdays at SET did happen, though, and was a success. Staff volunteered their time.	4000-4999: Books And Supplies Supplemental 1000	4000-4999: Books And Supplies Supplemental 1000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a compact for parents that identifies their roles and responsibilities in the education of their child including a request for support as a potential partner, even if only virtually.	Compact was created and signed.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train staff on uploading video/photos to social media to increase parent awareness of what is happening in the classroom.		n/a	

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents.	Social Media team was created. Photos were shared with yearbook. Website still needs to be improved to provide better access for parents. Calendar was	n/a	

Have calendars be updated appropriately and have calendars easy to view on website. Improve parent portal on website to make it easy for parents to find important information immediately.

updated at beginning of the year and was maintained throughout the year.

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.

This year saw an increase in parent participation for a very active small subset of the parent body. The overall parent body is very aware of what is going on with their student and very pleased with the education that their student is receiving. There was very committed and vocal support from the parent body to preserve the administration, teachers and education program of the school when there was danger of wholesale changes being proposed by the board. The parents and staff rallied together in a massive "Save our School" campaign that has made the school stronger and portends a strong partnership between staff, parents and students to continue the successful programs that make our school special.

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

The parents certainly feel more engaged in the community and we will draw on this partnership next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have the money to spend on non-essential technology wishes due to cost overruns in other areas.

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 be engaging parents in board governance. Parents will be involved in the recruiting and nomination of board members. We expect there to be wide support for a Parent Group that will engage in fundraising and volunteerism for existing activities like Saturdays at SET but also for future unknown activities.

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

Increase the percentage of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2016-2017 by 10% in ELA and 20% in 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 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC ELA and Math scoring proficient and above

17-18

Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior year's baseline in ELA and a 20% increase over the prior year's baseline in Math.

Baseline

ELA: 68%, Math: 32%

Actual

ELA: 68%, Math: 31% We did not meet our goal for increasing the SBAC results. The ELA results are already respectable and the English department did a great job of maintaining the baseline. The Math scores are disappointing but were expected given the number of students who had not yet completed Alg II before testing. This was an identified problem in 2015/16, but it takes a few years for the changes in schedule and focus to percolate up to the Junior year. We expect to see substantial improvements in next year's scores based on the the current in-class performance of our 10th graders.

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

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen:

- * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math
- * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year
- * Math support pullout during advisory time
- * Implement data analytic strategies to determine appropriate LEAP (Learning & Educational Action Plan) for each student

Actions/Services

Students did not take a placement exam this year, but were placed in the appropriate class within the first 2 weeks of school.

Year-long versions of the math classes helped the students with soak time. We will also be offering double-block year-long classes this year to better support the students who have math weaknesses.

We tried to schedule students for Algebra 2 for this year's 11th graders, but many were not ready for the class. The younger students are on track to finish Algebra 2 by 11th grade.

Math support was offered.

We piloted Renaissance Math for our 11th graders and will be offering it for all students.

Expenditures

Funded in other line item or goal
0000: Unrestricted Base

Expenditures

4000-4999: Books And Supplies
Base 1285

Action 2

Planned Actions/Services

Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs

Actual Actions/Services

Co-teacher model was continued successfully. Academic coaches supported many teachers.

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries Special
Education 215000

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries Special
Education 350000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	Life Coach helped support students by using sports and other life goals as motivation.	2000-2999: Classified Personnel Salaries Supplemental 50000	2000-2999: Classified Personnel Salaries Supplemental 30000
			2000-2999: Classified Personnel Salaries Base 20000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data. Continue to monitor frequent math assessment for deviations from upward trend line.	Administered the practice test one time and discovered that it was exactly the same test as the previous year. It proved to not be useful so we have switched to other tools.	1000-1999: Certificated Personnel Salaries Base 10000	1000-1999: Certificated Personnel Salaries Base 5000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue remedial math course and ELA courses now called math support and ela support.	Both courses were taught.	1000-1999: Certificated Personnel Salaries Base 17500	1000-1999: Certificated Personnel Salaries Base 24000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who	Year long versions of courses were offered.	1000-1999: Certificated Personnel Salaries Base 12500	1000-1999: Certificated Personnel Salaries Base 50000

need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written.	Double block pre-algebra/algebra class was taught. We will also be teaching a similar class for geometry and algebra 2.	1000-1999: Certificated Personnel Salaries Base 12500	1000-1999: Certificated Personnel Salaries Base 12500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add new course which is a remedial writing course for students who have below grade-level writing skills.	Remedial writing course was offered.	1000-1999: Certificated Personnel Salaries Special Education 12500	1000-1999: Certificated Personnel Salaries Special Education 0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and implement NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.	NewsELA was purchased and used.	4000-4999: Books And Supplies Base 3250	4000-4999: Books And Supplies Base 3250

Analysis

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

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

The supports that we introduced last year to see the gains in the SBAC test scores continued this year. The main reason our students did not perform well in Math is because they had not completed Alg 2 yet. The plan to have students complete Alg 2 before taking the SBAC should yield success next year. The ELA scores are respectable. We still would like to see the scores increase, but the current level of 68% is what we expected for this group of students.

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

We were able to maintain levels, but not increase. Hopefully we will see an increase in Math scores next year based on Alg 2 preparation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The costs to teach the classes were miscalculated. Only a portion of Life Coach was supplemental. The rest should have been charged to base.

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.

There are two major changes that we are making that will help us achieve this goal. 1) The bell schedule has been adjusted so that 4th period meets every day of the week. This will help the 4th period class be treated more seriously by the students. It also allows us to have core classes taught during this period giving us more flexibility in the schedule. Having two year-long course slots will help us provide better support to our students who need more soak time with difficult classes like Math, Physics and Chemistry. 2) We will be offering double-block year-long classes for Geometry and Algebra 2 in addition to the one that we already have for Algebra. This will give more instructional minutes to students who have large math deficits and will essentially join our math support classes with our core math classes.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Ensure that English Language Learners are improving their English Language skills and able to access the entire curriculum.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Reclassification rate and percent EL students able to access full curriculum.</p> <p>17-18 All English Language Learners will increase by at least one performance level and will have access to curriculum within first year of being part of SET.</p> <p>Baseline We have nine returning EL students. Seven of the nine are eligible to increase one performance level.</p>	<p>The results from the 2017/18 have not been received yet. The results reported last year were for 2016/17 so we will report them again here since it looks like this data will always be one year in arrears.</p> <p>7/9 EL students were eligible to increase one performance level.</p>

Actions / Services

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

Action 1

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services

Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

Actions/Services

Help Desk was provided. Lunch time help-desk was provided.

Expenditures

1000-1999: Certificated Personnel Salaries Base 25000

Expenditures

1000-1999: Certificated Personnel Salaries Base 25000

Action 2**Planned
Actions/Services**

Continue with existing Academic Coaches to help all students with their classwork.

**Actual
Actions/Services**

Academic coaches provided support to all students. A graduating senior received support from academic coaches that went far beyond the normal call of duty. They negotiated with universities to make sure that she was admitted even though official records from schooling in Mexico could not be located. Countless hours outside of the school day were spent helping this student succeed in classes and in the college admissions process.

**Budgeted
Expenditures**

2000-2999: Classified Personnel Salaries Supplemental 110000

**Estimated Actual
Expenditures**

2000-2999: Classified Personnel Salaries Supplemental 110000

Action 3**Planned
Actions/Services**

Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

**Actual
Actions/Services**

Life Coach helped all students, including EL students meet academic goals.

**Budgeted
Expenditures**

funded in other goal

**Estimated Actual
Expenditures****Action 4****Planned
Actions/Services****Actual
Actions/Services****Budgeted
Expenditures****Estimated Actual
Expenditures**

Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.

We had a specific PD session to discuss needs of our EL economically disadvantaged students. Every staff meeting started with a 411 on students who needed additional supports.

1000-1999: Certificated Personnel Salaries Supplemental 4000

1000-1999: Certificated Personnel Salaries Supplemental 1000

Action 5

Planned Actions/Services

SET will adopt an LEA Charter specific ELL Reclassification system that mirrors that of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.

Actual Actions/Services

We have not received results back from the first administration of the ELPAC, but once we have results, we will work on the ELL Reclassification system. Monies were spent on testing coordinator stipend to administer ELPAC.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental 2000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental 2000

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 have implemented many supports for EL students that we think are working well, but we do not have the 17/18 ELPAC results yet to verify.

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

We are unable to verify effectiveness since the 17/18 ELPAC results have not been reported yet.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

Once we have the ELPAC results, we will work on making sure that the reclassification procedure for SET High is consistent with the district standards.

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

Continue to increase the academic rigor of the curriculum, encourage students to go above and beyond UC A-G through the implementation of our "A-P" model and the focus on Success Readiness Levels (SRLs).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Number of units that seniors graduate with.

17-18

Graduates will average 48 units in 2017/2018.

Baseline

44 is the minimum number of units required for graduation.

Actual

The average number of units for seniors was 54.1 and 44 of 59 seniors graduated with more than 48 units.

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

Students must take a full load of academically rich classes even if they do not need the classes for graduation.

Most students had a full schedule this year. The only exceptions were for students who were taking classes at a local community college, students who were TA'ing or students who were off campus doing an internship.

N/A

Action 2

Planned Actions/Services

Independent study classes will only be offered in extremely rare situations where there are no other options.

Actual Actions/Services

Only in rare cases were independent study classes offered.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

Action 3

Planned Actions/Services

Introduce a gamification system to encourage students to take a rigorous course schedule. We will identify courses that will help students achieve a high SRL and will give those courses a higher SRL score. To achieve a high SRL students will take many more classes than the minimum UC A-G requirements through the use of our "A-P" model.

Actual Actions/Services

This was not implemented this year.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Utilize Academic Coaches and Life Coach to provide the support and motivation that students need

Actual Actions/Services

Academic coaches and Life Coach provided support for students who needed extra help. No-credit support classes were offered as an

Budgeted Expenditures

Funded in other line item or goal

Estimated Actual Expenditures

to find success in academically rich classes.

alternative for students who needed extra help to pass the academically rigorous classes.

Action 5

Planned Actions/Services

Continue offering teacher-led help desks before and after school and during lunch.

Actual Actions/Services

Help desk was offered before school, after school and during lunch.

Budgeted Expenditures

Funded in other line item or goal

Estimated Actual Expenditures

Action 6

Planned Actions/Services

Offer a community college English 101 class for dual credit.

Actual Actions/Services

English 101 and English 205 were offered on campus and our students had a very high pass rate for both classes.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

Action 7

Planned Actions/Services

Add Passion Talks in middle of day to allow students to be inspired by successful entrepreneurs, business leaders, artists and scientists. Add Passion Project to inspire students to explore a passion and partner with faculty, community, and parent advisors.

Actual Actions/Services

Passion talks occurred on most Tuesdays and about 1/3 of the school was involved in Passion Projects. The mentoring for the Passion Projects needs to have more structure to encourage students to not waste time. In addition, the Passion Talks were too frequent and since not all students had to attend, there was a "grass is greener" mentality that made some students not want to attend the Passion Talks. Next year we will have fewer Passion Talks and all students will be required to attend the Passion

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries Base 15000

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries Base 15000

Talk. Passion Projects will happen at an alternate time.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add a rich array of classes like Leadership: SET Style, Strength of Mind/Body, Leadership: Apprentice style, Lenses of Leadership, SET UP for outreach, Improv, and many more to increase students' Success Readiness Levels.	The new classes, especially the mandatory freshman leadership classes, were instrumental in getting the students to think differently about themselves and about school. Next year we will add a marketing class as a mandatory 10th grade class for the next phase in the SET journey.	5800: Professional/Consulting Services And Operating Expenditures Base 7250	5800: Professional/Consulting Services And Operating Expenditures Base 7250

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool.	End of the year surveys showed that this is still a weakness for our school. We need to get better as a school at giving timely feedback to students and parents.	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.

We did a good job at giving the students new classes and enforcing the guidelines that students had to take a full schedule. We still faced problems with students who had already completed minimum UC A-G graduation requirements and resisted taking classes that were not absolutely necessary for graduation. Having mandatory classes that are part of the SET journey that are taken in earlier years gives the students critical life skills that we feel are a necessary, yet lacking, part of a high school education. We will do some tweaking next year to fix the problems that we saw with the Passion Talk and Passion Project part of our curriculum.

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

The data shows that we had students achieving far more than the minimum graduation requirements. Many students were able to also take advantage of dual credit opportunities with either on-site or off-site college classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were noted.

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 Passion Talk schedule will be changed to make them be less frequent but mandatory. Passion Projects will change to have more structure. Students will have the option to go to help desk instead of doing Passion Projects for those students who need more support for building basic skills. We will be offering an English 47a college class that students can take instead of English 11 for those students who want to have a pre-college class that prepares them for college English classes. We plan to offer a Passion Project/Senior Project option for students who are mostly done with their core classes who have shown the ability and desire to work independently on a large project. This will be piloted with a small subset of seniors next year, but will hopefully become a core component of the senior year at SET. We will adjust the gamification action item to instead encourage a higher number of units that will be recognized at graduation.

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

Maximize student buy-in to the SET ethos, a student constructed statement regarding ethics, achievement, respect and self-discipline.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension rate, tardies, and trancies</p> <p>17-18 Decrease out-of-school suspension rate, decrease tardies and trancies, and increase academic performance from baseline established in 2016/17.</p> <p>Baseline Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.</p> <p>Suspension rate down to 4.8% in 2016/17 and chronic absenteeism flat at, 24%.</p>	<p>The suspension rate went up slightly to 5.1%. The chronic absenteeism rate increased to 27%. For students who wound up staying at our school, though, the chronic absenteeism rate was 17%.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.	A strict tardy policy at the start of the school year relaxed a bit at the end of the year to the frustration of some teachers. For the most part, though, students were in the right place this year and the halls were largely clear during class time.	Funded in other line item or goal	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.	Some classes, where the curriculum supported it, did a fantastic job of extending the Restorative Practices teaching to the classroom.	N/A	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with Academic Coaches who provide support for academic classes.	All staff members took a holistic approach to coaching students to make good choices. Parents and students reported in the end-of-year survey that the relationships between students and staff (the family feel) have a positive impact on students desire to learn and desire to come to school.	Funded in other line item or goal	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with lunch detention to provide incentives to students for following school rules.	Lunch detention was a partial deterrent, but the staff needs to do a better job of agreeing on rules	Funded in other line item or goal	

and consequences. Some staff are too strict and some are too loose.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego.	The college day was scheduled at the wrong time of year and would have landed during finals for local universities. It was also during a busy testing time of year and teachers did not feel comfortable losing another day of instruction. Next year we need to schedule college day much sooner in the year.	N/A	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.	These classes were implemented and were well received by students and parents alike.	1000-1999: Certificated Personnel Salaries Base 70000	1000-1999: Certificated Personnel Salaries Base 70000

Analysis

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

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

Overall the culture in the school improved for a second straight year. Students recognize that the staff is there to help them, have taken ownership in the school, work really hard to make sure that negative talk and negative actions are stopped before they turn into serious issues, self-police and report things that they think are dangerous or counter to the culture of the school to staff. Students of

course still make mistakes, but often times it is other students who are taking the corrective actions. All staff now play a part in encouraging students to do the right thing and all staff feel empowered to take corrective action when students do something contrary to their (or the school's) best interest. We like to say that the teachers have 250 students instead of the 25 that are in their classroom.

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

The suspension rate increased a bit, but this is despite the overwhelming feeling among staff and parents that the culture has improved. We think this may simply have been because things were being reported to administration that were previously hidden. Unfortunately the absenteeism continues to be a serious problem at our school. Students want to be at school, but there is still a perception among many students that school is a part-time affair. The good news is that most of the students who are chronically absent are not passing their classes, so there is a strong message being given students need to be in school in order to succeed. Since this was the first year of strong communication in that regard, we believe that the culture will slowly change to have those students show up to school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted vs actual expenses.

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.

To help with the extremely chronic absenteeism (> 20%), we will add an Action Item to institute a SARB letter and attempt to enforce the fines that traditional public schools are able to levy. We will continue offering PD on restorative practices and will continue to encourage teachers to use circles and other restorative practices techniques in the classroom when appropriate. We will also attempt to find the right balance between the too strict and too loose policies surrounding lunch detention.

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 6

Continue to increase the percentage of students who are eligible to attend a 4-year university as well as the percentage of students enrolling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

College eligibility measured in terms of SAT/ACT taken, UC A-G sequence completion, and college applications submitted.

17-18

A 10% increase in the number of students who are college ready (UC A-G) above the baseline established in 2016-2017.

Baseline

Approximately 75% of the graduating class of 2017 were UC A-G compliant

Actual

83% of the graduating class met UC A-G requirements. The SAT/ACT rates did not show any significant change. Offering the SAT free of charge would help in that regard. We did offer the PSAT free of charge.

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

Implementation of the CollegeSET program, including hiring a part-time college counselor and/or use a hybrid model blending internal faculty and outside experts.

Stipend was given to two teachers for them to provide college counseling services.

2000-2999: Classified Personnel Salaries Base 30000

1000-1999: Certificated Personnel Salaries Base 25000

Action 2

Planned Actions/Services

Implementation of Journeys, Naviance and other resources through the CollegeSET program.

Actual Actions/Services

Journeys was partially implemented. Will return to Naviance next year.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

4000-4999: Books And Supplies Base 6000

Action 3

Planned Actions/Services

Administer PSAT 8/9 and PSAT to all freshmen and sophomores.

Actual Actions/Services

PSAT was offered to all 9th and 10th graders

Budgeted Expenditures

4000-4999: Books And Supplies Base 2500

Estimated Actual Expenditures

4000-4999: Books And Supplies Base 2500

Action 4

Planned Actions/Services

Continue to institute a culture of test prep throughout the school.

Actual Actions/Services

In Spring semester 11th graders were required to do test prep twice per week.

Budgeted Expenditures

n/a

Estimated Actual Expenditures

Action 5

Planned Actions/Services

Have PSAT, SAT/ACT completion increase the Success Readiness Level (SRL) for students.

Actual Actions/Services

SRL were not implemented this year.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

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.

Two staff members were given stipends to serve as the college counselors. The entire staff encouraged UC A-G achievement by not having any other expectation for our students. When students see graduation requirements, the UC A-G requirements are the only things mentioned. Students rise to what the expectations are. With our high IEP population there are some students who are not able to meet the UC A-G requirements. When those students are unable to, only then are alternate options presented to them. Similarly, the college-going culture is the default. We expect students to choose higher education and only entertain other options when the students present alternate plans. The college counselors encouraged students to apply to multiple schools and in some cases we had students apply to 4 year universities when they may not otherwise have done so.

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

The college counselors seemed to have a higher college application rate (we do not have data on applications and acceptance from prior years), but ultimately the number of students who selected 4 year universities declined slightly. Students were encouraged to apply to 4 year universities, but in some cases they could not afford the universities and chose community college instead. The overall student-self-reported college-going rate was largely unchanged from the prior year. There is still value in the students getting accepted to 4-year universities even if the students declined admission because the knowledge that they could have done it may provide the confidence boost needed when challenges are faced taking community college classes. The overall UC A-G completion rate beat our baseline expectations. The students who struggled to meet UC A-G had legitimate reasons (disabilities) that prevented them from doing so.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Journeys program was not a budgeted expense. Using in-house staff to provide college counseling services saved some money.

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 be returning to using Naviance next year to help students with the college application and selection process. The college counseling position will be spread among all staff members with college essay help being given during class time. Test prep will also happen in class.

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 7

Increase student attendance rates.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance rate and Chronic Absenteeism rate</p> <p>17-18 Increase ADA to 95% and decrease non-health related chronic absenteeism by 50%</p> <p>Baseline 93% ADA and 24% chronic absenteeism</p>	<p>ADA remained at 93%. Chronic absenteeism increased to 27%.</p>

Actions / Services

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

Action 1

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

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

School connectedness certainly increased this year especially at the end of the year due to parent and student involvement in fighting to preserve the school culture, but this did not and does not result in reduced absenteeism.

Funded in other line item or goal

Action 2

Planned Actions/Services

Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.

Actual Actions/Services

No monetary incentives were provided because money was tight due to expenditures in other areas. A disincentive to being absent in the form of automatic failure in classes if too many absences were registered was well publicized. In no cases did we need to enforce this rule because students who had that many absences wound up failing the classes anyway.

Budgeted Expenditures

0000: Unrestricted Base 1000

Estimated Actual Expenditures

0000: Unrestricted Base 0

Action 3

Planned Actions/Services

Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

Actual Actions/Services

All staff encouraged students to make good choices.

Budgeted Expenditures

Funded in other line item or goal

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.

All staff encouraged students to make good choices.

Funded in other line item or goal

Action 5

Planned Actions/Services

In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.

Actual Actions/Services

This was used successfully with one or two parents, but the consequences need to be communicated sooner. Care needs to be taken to not alienate parents who have legitimate reasons for absences that may unfortunately happen early in the school year. An early illness, for example.

Budgeted Expenditures

No extra cost

Estimated Actual Expenditures

Action 6

Planned Actions/Services

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.

Actual Actions/Services

Most students took a full course load and long-term independent study was very rare.

Budgeted Expenditures

No extra cost

Estimated Actual Expenditures

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 instituted a policy that was clearly communicated to parents and students that resulted in an automatic F if too many absences were registered for a particular class. Much counseling happened with students and parents about the natural consequences of absenteeism (failing a class because teaching was absent).

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

Parents and students were concerned about impact of absences resulting in failure, but those parents and students were not our chronic truants. We never had to enforce the automatic F for too many absences because in nearly all cases, the student failed the class anyway. We hope that these natural consequences will encourage students to start coming to school. We still need to find a way to get the new students to learn this lesson early, though.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not feel like we could spend money on incentives due to other budget overruns.

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 strengthen the action that suggests using SARB to scare parents into getting their students to school to help with the extreme chronic absenteeism cases (> 20%). We will add a new action item to calculate chronic absenteeism on a monthly basis and let parents know that they are in danger of being SARBed. We will have to take great care to not alienate families that have legitimate reasons for the absences.

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 8

Continue to collaborate with foundations, corporations, universities, entrepreneurs-in-residence, and other civic leaders to increase the number of funding, partnerships, internships, and mentorships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator funding dollars received, number of partnerships</p> <p>17-18 We would like to increase our community outreach and collaborations with external civic stakeholders to better address systemic-wide education issues.</p> <p>Baseline This new goal does not have a prior year stated baseline in which to gauge. Will look upon this year as baseline for coming years</p>	<p>Many new partnerships with individuals were started through our Passion Talk program and an ongoing relationship with Northrop Grumman was strengthened and extended.</p>

Actions / Services

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

Action 1

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

The board will create marketing collateral to increase community outreach to all the major local universities and community colleges in order to secure them as educational partners and to explore programmatic cooperation.

5800: Professional/Consulting Services And Operating Expenditures Supplemental

5800: Professional/Consulting Services And Operating Expenditures Base 12000

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The board will develop a grant-writing focus to explore grants with local foundations and corporations.

5800: Professional/Consulting Services And Operating Expenditures

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The board will continue to conduct outreach for the newly established MindSET Education Council to work with local middle school and civic partners to enhance dialogue on education best practices.

5800: Professional/Consulting Services And Operating Expenditures

Analysis

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

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

The Passion Talks and the interviews that students did on the school radio show increased the awareness of the school in the community and led to some personal relationships between the school and individual mentors. The relationship with Northrop Grumman was extended with the corporation providing both financial and personnel support to our robotics and STEM programs.

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

We had partners who had long-term engagements with the school. In some cases they provided weekly assistance in classes (mentors for Mock Trial class and mentors in Solving Big Challenges classes) and in other cases they provided after-school support for students with Robotics and CyberPatriots.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an unbudgeted cost of \$12,000 for rental of the radio studio for the radio program.

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 action items in this goal will be changed to have internal staff (instead of the board) be responsible for encouraging the relationships with the local community.

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 9

Continue to operate with a culture of performance, transparency, and accountability and to be a thought leader and operational leader on issues of board governance and leadership.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Monthly agenda items for discussion, annual reporting</p> <p>17-18 We strive to continue to be a leader in board governance best practices to better enhance our efforts on student outcomes.</p>	<p>This goal will be removed since it does not support any of the state priorities.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The board will conduct monthly discussions at board meetings led by a facilitator to explore issues of transparency, accountability, and</p>		<p>5800: Professional/Consulting Services And Operating Expenditures</p>	

education on generative-board actions and engagement.

Action 2

Planned
Actions/Services

Board members will attend the annual University of San Diego Nonprofit Governance Symposium on Excellence in Board Governance to learn more about board governance best practices.

Actual
Actions/Services

Budgeted
Expenditures

5000-5999: Services And Other Operating Expenditures

Estimated Actual
Expenditures

Action 3

Planned
Actions/Services

The board will conduct an Ethics and Accountability Assessment (to be done annually) led by a consultant/facilitator.

Actual
Actions/Services

Budgeted
Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Estimated Actual
Expenditures

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.

This goal will be removed since it does not support any of the state priorities.

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 10

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?

SET High engages in a continual process of reflection to improve student outcomes and to improve the services that are provided at the school. All stakeholders are able to meet with any of the school staff in a timely manner if they have questions or concerns and there is a suggestion box displayed prominently that is used for anonymous suggestions. Every meeting with parents, students, and staff has a component of asking and reflecting on what we can do better.

There were specific discussions related to the formation of next year's LCAP with all stakeholders as outlined below:

Nov-June, 2017/18: Ongoing discussions with staff about best ways to improve school.

April, 2018: LCAP specific PD with staff to discuss progress towards goals, and new goals for upcoming years.

June, 2018, SET administered LCAP survey to school staff, parents, and students.

May/June, 2018: Parents participated in open forums to discuss needs and suggested areas of school-wide development.

May, 2018: Board discussed LCAP and discussed areas of school-wide development

June 27, 2018: SET Board of Directors approved LCAP

SET has provided ongoing opportunities to engage all stakeholders in the development of the LCAP

SET has administered LCAP surveys to parents, students and staff soliciting both likert scale and qualitative data.

As we continue to build SET and the four year SET journey for students, the LCAP for this year will continue what has worked well, while adding new and/or improving existing student-centric strategies geared toward the elevation of student outcomes. As we solidify the focus on entrepreneurship & technology, we will be adding innovative curriculum and experiential components to provide students with both academic, real world, and immersive learning opportunities.

Impact on LCAP and Annual Update

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

As a result of stakeholder input some of the goals were adjusted.

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

Unchanged Goal

Goal 1

Increase Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Stake holders have noted that we need to get parents more involved and to feel more connected with the school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of parents active in non-mandatory monthly activities associated with the school.	< 10	The school will encourage parental involvement by creating a compact with parents. We would like to involve parents as mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer	Harness current energy in the community to mobilize parents to create a Parent Group or PTO. We will continue to encourage parental involvement by having parents and students sign the compact that we created last year. We would like to involve parents as	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		opportunities for students, parents and the community at large to be more involved with the happenings at SET. If we could get 20 parents to serve as mentors, that would be fantastic. We will specifically reach out to students in subgroups.	mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer opportunities for students, parents and the community at large to be more involved with the happenings at SET. We would like to see 20 very active parents this 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)

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	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get projector, screen, and audio equipment to make recording easy and professional.	Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get TV's for den and audio equipment to make recording easy and professional.	Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get TV's for den and audio equipment to make recording easy and professional.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	7000	7000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

	Unchanged Action	Unchanged Action
--	------------------	------------------

2017-18 Actions/Services

Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.

2018-19 Actions/Services

Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.

2019-20 Actions/Services

Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Continue to have two exhibitions and monthly parent group meetings.

2018-19 Actions/Services

Continue to have two exhibitions and monthly parent group meetings.

2019-20 Actions/Services

Continue to have two exhibitions and monthly parent group meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Add a second Back to School night for the second term.

2018-19 Actions/Services

Continue to have a Back to School night for the second term.

2019-20 Actions/Services

Continue to have a Back to School night for the second term.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

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)

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

Have parents sign up with their expertise and the number of hours that they are willing to commit to mentoring students on their passion projects and Saturdays@SET.

2018-19 Actions/Services

Have parents sign up with their expertise and the number of hours that they are willing to commit to mentoring students on their passion projects and Saturdays@SET.

2019-20 Actions/Services

Have parents sign up with their expertise and the number of hours that they are willing to commit to mentoring students on their passion projects and Saturdays@SET.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Create a compact for parents that identifies their roles and responsibilities in the education of their child including a request for support as a potential partner, even if only virtually.

2018-19 Actions/Services

Continue to have parents and students sign a compact that identifies their roles and responsibilities in the education of their child including a request for support as a potential partner, even if only virtually.

2019-20 Actions/Services

Continue to have parents and students sign a compact that identifies their roles and responsibilities in the education of their child including a request for support as a potential partner, even if only virtually.

Budgeted Expenditures

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

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Train staff on uploading video/photos to social media to increase parent awareness of what is happening in the classroom.

2018-19 Actions/Services

Make sure that class and school activities are being documented and information is constantly being sent to and updated in social media.

2019-20 Actions/Services

Make sure that class and school activities are being documented and information is constantly being sent to and updated in social media.

Budgeted Expenditures

Year 2017-18

Budget

Reference

n/a

2018-19

n/a

2019-20

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)

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New 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

Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents. Have calendars be updated appropriately and have calendars easy to view on website. Improve parent portal on website to make it easy for parents to find important information immediately.

2018-19 Actions/Services

Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents. Have calendars be updated appropriately and have calendars easy to view on website. Improve parent portal on website to make it easy for parents to find important information immediately. This is still an area of concern raised by parents.

2019-20 Actions/Services

Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents. Have calendars be updated appropriately and have calendars easy to view on website. Improve parent portal on website to make it easy for parents to find important information immediately. This is still an area of concern raised by parents.

Budgeted Expenditures

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

Action 9

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

New Action

Harness current energy and mobilize parents to create a Parent Group or a PTO.

Harness current energy and mobilize parents to create a Parent Group or a PTO.

Budgeted Expenditures

Amount		0	0

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

Unchanged Goal

Goal 2

Increase the percentage of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2016-2017 by 10% in ELA and 20% in 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 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA and Math scoring proficient and above	ELA: 68%, Math: 32%	Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior	Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		year's baseline in ELA and a 20% increase over the prior year's baseline in Math.	year's baseline in ELA and a 20% increase over the prior year's baseline in Math. Did not meet in 2017-18 so we will try again.	

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)

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

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of

2018-19 Actions/Services

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of

2019-20 Actions/Services

In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of

the 11th grade school year, the following will happen:

- * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math
- * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year
- * Math support pullout during advisory time
- * Implement data analytic strategies to determine appropriate LEAP (Learning & Educational Action Plan) for each student

the 11th grade school year, the following will happen:

- * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math
- * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year
- * Double-block versions of Algebra, Geometry and Algebra 2 will be offered.

the 11th grade school year, the following will happen:

- * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
- * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math
- * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year
- * Double-block versions of Algebra, Geometry and Algebra 2 will be offered.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget	0000: Unrestricted	0000: Unrestricted	0000: Unrestricted
Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs

2018-19 Actions/Services

Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs

2019-20 Actions/Services

Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	215000	350000	350000
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

2018-19 Actions/Services

Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

2019-20 Actions/Services

Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30000	30000	30000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	20000	20000	20000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data. Continue to monitor frequent math assessment for deviations from upward trend line.

2018-19 Actions/Services

Utilize Renaissance Math and NewsELA to do constant assessments of students to make sure that we have data that can drive instruction.

2019-20 Actions/Services

Utilize Renaissance Math and NewsELA to do constant assessments of students to make sure that we have data that can drive instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	10000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

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
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

Continue remedial math course and ELA courses now called math support and ela support.

2018-19 Actions/Services

Support classes will be offered, but most of the support will be for ELA because students who struggle in math will be in double-block math classes.

2019-20 Actions/Services

Support classes will be offered, but most of the support will be for ELA because students who struggle in math will be in double-block math classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17500	16000	16000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

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

Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

2018-19 Actions/Services

Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics and Chemistry will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

2019-20 Actions/Services

Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics and Chemistry will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50000	62500	62500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written.	Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written. Also include double-block version of Geometry and Algebra 2 for students who struggle.	Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written. Also include double-block version of Geometry and Algebra 2 for students who struggle.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12500	37500	37500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 8

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

Students to be Served:

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

All
Students with Disabilities

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Add new course which is a remedial writing course for students who have below grade-level writing skills.

2018-19 Actions/Services

Continue remedial writing course for students who have below grade-level writing skills.

2019-20 Actions/Services

Continue remedial writing course for students who have below grade-level writing skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Special Education	Special Education	Special Education
Budget	1000-1999: Certificated Personnel	1000-1999: Certificated Personnel	1000-1999: Certificated Personnel
Reference	Salaries	Salaries	Salaries
	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

Action 9

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[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

Modified Action

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

Modified Action

2017-18 Actions/Services

Purchase and implement NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.

2018-19 Actions/Services

Continue use of NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.

2019-20 Actions/Services

Continue use of NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3250	3250	3250
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 10

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

New Action

Purchase Renaissance Math licence for every student and utilize in course and out of course to support math education.

Purchase Renaissance Math licence for every student and utilize in course and out of course to support math education.

Budgeted Expenditures

Amount		5000	5000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 11

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Modify bell schedule to have 4th period be another year-long class. This gives us another opportunity to offer classes that benefit from having more contact days.	Modify bell schedule to have 4th period be another year-long class. This gives us another opportunity to offer classes that benefit from having more contact days.

Budgeted Expenditures

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

Ensure that English Language Learners are improving their English Language skills and able to access the entire curriculum.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

We had a substantial increase in our EL population this year and expect the trend to continue. We want to make sure that we are supporting this population.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rate and percent EL students able to access full curriculum.	We have nine returning EL students. Seven of the nine are eligible to increase one performance level.	All English Language Learners will increase by at least one performance level and will have access to curriculum within first year of being part of SET.	For existing English Language Learners, students will increase by at least one performance 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged Action

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 require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

2018-19 Actions/Services

Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

2019-20 Actions/Services

Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25000	25000	25000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged Action

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 existing Academic Coaches to help all students with their classwork.

2018-19 Actions/Services

Continue with existing Academic Coaches to help all students with their classwork.

2019-20 Actions/Services

Continue with existing Academic Coaches to help all students with their classwork.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	110000	110000	110000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

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)

English Learners

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged Action

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 Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

2018-19 Actions/Services

Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

2019-20 Actions/Services

Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	funded in other goal	funded in other goal	funded in other goal

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged Action

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

Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.

2018-19 Actions/Services

Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.

2019-20 Actions/Services

Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

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

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

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

2017-18 Actions/Services

SET will adopt an LEA Charter specific ELL Reclassification system that mirrors that of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.

2018-19 Actions/Services

SET will adopt an LEA Charter specific ELL Reclassification system that mirrors that of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.

2019-20 Actions/Services

SET will adopt an LEA Charter specific ELL Reclassification system that mirrors that of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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 4

Continue to increase the academic rigor of the curriculum, encourage students to go above and beyond UC A-G through the implementation of our "A-P" model that encourages broadening the skill sets beyond what is traditionally taught in schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We aim to drive students to their highest level of achievement. The inclusion of SRLs will minimize those students who graduate early without availing themselves of all that SET offers. Under our new, four full year journey based on our proprietary "A-P" model, students will take a full array of SET classes to achieve a maximum SRL and better prepare themselves for long-term success in life beyond university.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of units that seniors graduate with.	44 is the minimum number of units required for graduation.	Graduates will average 48 units in 2017/2018.	Graduates will average 55 units in 2018/2019	

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)

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 must take a full load of academically rich classes even if they do not need the classes for graduation.

2018-19 Actions/Services

Students must take a full load of academically rich classes even if they do not need the classes for graduation.

2019-20 Actions/Services

Students must take a full load of academically rich classes even if they do not need the classes for graduation.

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)

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

Independent study classes will only be offered in extremely rare situations where there are no other options.

2018-19 Actions/Services

Independent study classes will only be offered in extremely rare situations where there are no other options.

2019-20 Actions/Services

Independent study classes will only be offered in extremely rare situations where there are no other options.

Budgeted Expenditures

Year 2017-18

Budget

Reference

N/A

2018-19

N/A

2019-20

N/A

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

Modified Action

2017-18 Actions/Services

Introduce a gamification system to encourage students to take a rigorous course schedule. We will identify courses that will help students achieve a high SRL and will give those courses a higher SRL score. To achieve a high SRL students will take many more classes than the minimum UC A-G requirements through the use of our "A-P" model.

2018-19 Actions/Services

We will encourage students to take a rich variety of courses that go above and beyond the baseline UC A-G classes.

2019-20 Actions/Services

We will encourage students to take a rich variety of courses that go above and beyond the baseline UC A-G classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

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

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

Utilize Academic Coaches and Life Coach to provide the support and motivation that students need to find success in academically rich classes.

2018-19 Actions/Services

Utilize Academic Coaches and Life Coach to provide the support and motivation that students need to find success in academically rich classes.

2019-20 Actions/Services

Utilize Academic Coaches and Life Coach to provide the support and motivation that students need to find success in academically rich classes.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference

Funded in other line item or goal

Funded in other line item or goal

Funded in other line item or goal

Action 5

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue offering teacher-led help desks before and after school and during lunch.	Continue offering teacher-led help desks before and after school and during lunch.	Continue offering teacher-led help desks before and after school and during lunch.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Offer a community college English 101 class for dual credit.

2018-19 Actions/Services

Offer a community college English 101 class for dual credit. Also offer English 205 and English 49a.

2019-20 Actions/Services

Offer a community college English 101 class for dual credit. Also offer English 205 and English 49a.

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Add Passion Talks in middle of day to allow students to be inspired by successful entrepreneurs, business leaders, artists and scientists. Add Passion Project to inspire students to explore a passion and partner with faculty, community, and parent advisors.

2018-19 Actions/Services

Move Passion Talks and Passion Projects to special time of the day that can be used on an as-needed basis.

2019-20 Actions/Services

Move Passion Talks and Passion Projects to special time of the day that can be used on an as-needed basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15000	15000	15000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 8

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

Students to be Served:

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

All

Location(s):

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

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Add a rich array of classes like Leadership: SET Style, Strength of Mind/Body, Leadership: Apprentice style, Lenses of Leadership, SET UP for outreach, Improv, and many more to increase students' Success Readiness Levels.

2018-19 Actions/Services

Continue adding new classes. New VAPA class and Marketing class to be added for 2018/19.

2019-20 Actions/Services

Continue adding new classes. New VAPA class and Marketing class to be added for 2018/19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7250	20000	20000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 9

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[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

Modified Action

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

Modified Action

2017-18 Actions/Services

Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool.

2018-19 Actions/Services

Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool. From

2019-20 Actions/Services

Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool. From

	parent feedback, this needs a higher focus this year.	parent feedback, this needs a higher focus this year.
--	---	---

Budgeted Expenditures

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

Action 10

All	
-----	--

OR

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

Actions/Services

	New Action	New Action
	11th and 12th graders will have an opportunity to work on a senior project that is an enhanced Passion Project. They will meet with mentors during Passion Project time but will have undirected time during a period during the day to work on a big project that will culminate in a senior project.	11th and 12th graders will have an opportunity to work on a senior project that is an enhanced Passion Project. They will meet with mentors during Passion Project time but will have undirected time during a period during the day to work on a big project that will culminate in a senior project.

Budgeted Expenditures

Amount	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)

Unchanged Goal

Goal 5

Maximize student buy-in to the SET ethos, a student constructed statement regarding ethics, achievement, respect and self-discipline.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Students are making poor choices because of a lack of interest in school. This results in tardies and trancies that lead to suspensions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate, tardies, and trancies	Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.	Decrease out-of-school suspension rate, decrease tardies and trancies, and increase academic performance from baseline established in 2016/17.	Maintain low suspension rate. Decrease tardies. Chronic absenteeism is covered in another goal so is removed from here.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Suspension rate down to 4.8% in 2016/17 and chronic absenteeism flat at, 24%.			

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)

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

Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.

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

Unchanged Action

2018-19 Actions/Services

Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.

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

Unchanged Action

2019-20 Actions/Services

Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.

2018-19 Actions/Services

Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.

2019-20 Actions/Services

Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action 3

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

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 with Academic Coaches who provide support for academic classes.

2018-19 Actions/Services

Continue with Academic Coaches who provide support for academic classes.

2019-20 Actions/Services

Continue with Academic Coaches who provide support for academic classes.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

Funded in other line item or goal

Funded in other line item or goal

Funded in other line item or goal

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

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

Continue with lunch detention to provide incentives to students for following school rules.

2018-19 Actions/Services

Continue with lunch detention to provide incentives to students for following school rules. Adopt a policy that all teachers can agree on because we had challenges with some teachers being overly strict and others being overly lax.

2019-20 Actions/Services

Continue with lunch detention to provide incentives to students for following school rules. Adopt a policy that all teachers can agree on because we had challenges with some teachers being overly strict and others being overly lax.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

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)

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

Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego.

2018-19 Actions/Services

Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego and college day will be scheduled earlier in the year.

2019-20 Actions/Services

Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego and college day will be scheduled earlier in the year.

Budgeted Expenditures

Year 2017-18

Budget

Reference

N/A

2018-19

N/A

2019-20

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)

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

2017-18 Actions/Services

Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.

2018-19 Actions/Services

Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.

2019-20 Actions/Services

Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70000	70000	70000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries 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)

Unchanged Goal

Goal 6

Continue to increase the percentage of students who are eligible to attend a 4-year university as well as the percentage of students enrolling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We have students who are capable of attending a 4-year university who are not adequately prepared for the SAT and ACT or do not take the college entrance exams because they do not think they will be able to afford college. We want students to have the option to attend a 4-year university even if they ultimately choose a community college instead.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College eligibility measured in terms of SAT/ACT taken, UC A-G sequence completion, and college applications submitted.	Approximately 75% of the graduating class of 2017 were UC A-G compliant	A 10% increase in the number of students who are college ready (UC A-G) above the baseline established in 2016-2017.	A 15% increase in the number of students who are college ready (UC A-G) above the baseline established in 2016-2017.	

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Implementation of the CollegeSET program, including hiring a part-time college counselor and/or use a hybrid model blending internal faculty and outside experts.

2018-19 Actions/Services

Continue Ready Set College but have all staff participate in helping students get to college during the advisory period.

2019-20 Actions/Services

Continue Ready Set College but have all staff participate in helping students get to college during the advisory period.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30000	30000	30000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New 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

Implementation of Journeys, Naviance and other resources through the CollegeSET program.

2018-19 Actions/Services

Return to using Naviance for Ready Set College.

2019-20 Actions/Services

Return to using Naviance for Ready Set College.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	N/A	N/A	N/A

Action 3

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

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

2017-18 Actions/Services

Administer PSAT 8/9 and PSAT to all freshmen and sophomores.

2018-19 Actions/Services

Administer PSAT 8/9 and PSAT to all freshmen and sophomores.

2019-20 Actions/Services

Administer PSAT 8/9 and PSAT to all freshmen and sophomores.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2500	2500	2500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Continue to institute a culture of test prep throughout the school.

2018-19 Actions/Services

Continue to institute a culture of test prep throughout the school but also do test prep in class by using tools like NewsELA and Renaissance Math

2019-20 Actions/Services

Continue to institute a culture of test prep throughout the school but also do test prep in class by using tools like NewsELA and Renaissance Math

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference

n/a

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)

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

Have PSAT, SAT/ACT completion increase the Success Readiness Level (SRL) for students.

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

2018-19 Actions/Services

Encourage SAT/ACT completion

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

2019-20 Actions/Services

Encourage SAT/ACT completion

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 7

Increase student attendance rates.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

SET attendance rate of 93% is approximately 2% below our target rate and the number of students who have "chronic absence" for reasons other than health is above our target level.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate and Chronic Absenteeism rate	93% ADA and 24% chronic absenteeism rate	Increase ADA to 95% and decrease non-health related chronic absenteeism by 50%	Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

2018-19 Actions/Services

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

2019-20 Actions/Services

Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

Action 2

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

[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

Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.

2018-19 Actions/Services

Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc We will try to do this again this year..

2019-20 Actions/Services

Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc We will try to do this again this year..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Base	Base	Base
Budget Reference	0000: Unrestricted	0000: Unrestricted	0000: Unrestricted

Action 3

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

2018-19 Actions/Services

Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

2019-20 Actions/Services

Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

Funded in other line item or goal

Funded in other line item or goal

Funded in other line item or goal

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.

2018-19 Actions/Services

Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.

2019-20 Actions/Services

Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Funded in other line item or goal	Funded in other line item or goal	Funded in other line item or goal

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)

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

2017-18 Actions/Services

In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.

2018-19 Actions/Services

In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.

2019-20 Actions/Services

In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference

No extra cost

No extra cost

No extra cost

Action 6

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.

2018-19 Actions/Services

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.

2019-20 Actions/Services

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No extra cost	No extra cost	No extra cost

Action 7

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

New Action

Calculate chronic absenteeism on a monthly basis and issue

Calculate chronic absenteeism on a monthly basis and issue

	written/verbal/face-to-face warnings to parents as appropriate.	written/verbal/face-to-face warnings to parents as appropriate.
--	---	---

Budgeted Expenditures

Amount		3000	3000
Source		Base	Base
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

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 8

Continue to collaborate with foundations, corporations, universities, entrepreneurs-in-residence, and other civic leaders to increase the number of funding, partnerships, internships, and mentorships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
funding dollars received, number of partnerships	This new goal does not have a prior year stated baseline in which to gauge. Will look upon this year as baseline for coming years	We would like to increase our community outreach and collaborations with external civic stakeholders to better address systemic-wide education issues.	Bring in more community partners and continue to nurture current partnerships.	

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The board will create marketing collateral to increase community outreach to all the major local universities and community colleges in order to secure them as educational partners and to explore programmatic cooperation.

2018-19 Actions/Services

Staff will look to find ways to partner with other educational institutions to increase rich offerings to students.

2019-20 Actions/Services

Staff will look to find ways to partner with other educational institutions to increase rich offerings to students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget
Reference

5800: Professional/Consulting
Services And Operating
Expenditures

5800: Professional/Consulting
Services And Operating
Expenditures

5800: Professional/Consulting
Services And Operating
Expenditures

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New 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

The board will develop a grant-writing focus to explore grants with local foundations and corporations.

2018-19 Actions/Services

Staff will look for fundraising opportunities with local businesses similar to the one fostered with Northrop Grumman.

2019-20 Actions/Services

Staff will look for fundraising opportunities with local businesses similar to the one fostered with Northrop Grumman.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New 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

The board will continue to conduct outreach for the newly established MindSET Education Council to work with local middle school and civic partners to enhance dialogue on education best practices.

2018-19 Actions/Services

Staff will continue alliances with local middle school partners.

2019-20 Actions/Services

Staff will continue alliances with local middle school partners.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget
Reference

5800: Professional/Consulting
Services And Operating
Expenditures

5800: Professional/Consulting
Services And Operating
Expenditures

5800: Professional/Consulting
Services And Operating
Expenditures

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 9

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
Monthly agenda items for discussion, annual reporting		We strive to continue to be a leader in board governance best practices to better enhance our efforts on student outcomes.		

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)

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

2017-18 Actions/Services

The board will conduct monthly discussions at board meetings led by a facilitator to explore issues of transparency, accountability, and education on generative-board actions and engagement.

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

2018-19 Actions/Services

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

2019-20 Actions/Services**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Reference

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Board members will attend the annual University of San Diego Nonprofit Governance Symposium on Excellence in Board Governance to learn more about board governance best practices.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

5000-5999: Services And Other Operating Expenditures

2019-20

5000-5999: Services And Other Operating Expenditures

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)

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)

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

The board will conduct an Ethics and Accountability Assessment (to be done annually) led by a consultant/facilitator.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Reference

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 10

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

\$137703

Percentage to Increase or Improve Services

7%

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).

Our academic coach salaries and a portion of the Life Coach's salary are paid for out of supplemental grant funds. The Life Coach spends at least 5 hours/day interacting with and encouraging students who fall into the unduplicated actuals category. These include conversations about academics, home and future plans including college. The Life Coach often times gives rides to/from school when needed and even buys the students food for lunch. The Academic Coaches spend the majority of their day helping students who fall into the unduplicated actuals category inside the classroom. In many cases, though, their day and their service to these students goes well beyond the classroom. The academic coaches help with communicating with parents and often times are the school's bridge to the parents. Academic Coaches have also gone above and beyond to help certain students get to college and in one case were 100% responsible for the student being able to get accepted into college.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$142,382

Percentage to Increase or Improve Services

6.67%

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).

Our academic coach salaries and a portion of the Life Coach's salary are paid for out of supplemental grant funds. The Life Coach spends at least 5 hours/day interacting with and encouraging students who fall into the unduplicated actuals category. These include conversations about academics, home and future plans including college. The Life Coach often times gives rides to/from school when needed and even buys the students food for lunch. The Academic Coaches spend the majority of their day helping students who fall into the unduplicated actuals category inside the classroom. In many cases, though, their day and their service to these students goes well beyond the classroom. The academic coaches help with communicating with parents and often times are the school's bridge to the parents. Academic Coaches have also gone above and beyond to help certain students get to college and in one case were 100% responsible for the student being able to get accepted into college.

The entire staff spends a tremendous amount of time working with students in these subgroups. Frequently we hear stories about how students were helped in ways that go well beyond what would be expected at a school. Meals are provided, staff give up their own lunch, dances and school events are sponsored. There is no doubt in our minds that the the services that our unduplicated actual students receive exceeds 6.67% of what other students receive.

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	607,000.00	774,785.00	632,000.00	823,750.00	823,750.00	2,279,500.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	212,500.00	280,785.00	270,000.00	329,750.00	329,750.00	929,500.00
Special Education	227,500.00	350,000.00	215,000.00	350,000.00	350,000.00	915,000.00
Supplemental	167,000.00	144,000.00	147,000.00	144,000.00	144,000.00	435,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	607,000.00	774,785.00	632,000.00	823,750.00	823,750.00	2,279,500.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	396,000.00	579,500.00	406,000.00	574,000.00	594,000.00	1,574,000.00
2000-2999: Classified Personnel Salaries	190,000.00	160,000.00	190,000.00	193,000.00	173,000.00	556,000.00
4000-4999: Books And Supplies	12,750.00	16,035.00	12,750.00	20,750.00	20,750.00	54,250.00
5800: Professional/Consulting Services And Operating Expenditures	7,250.00	19,250.00	22,250.00	35,000.00	35,000.00	92,250.00

* 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	607,000.00	774,785.00	632,000.00	823,750.00	823,750.00	2,279,500.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	162,500.00	226,500.00	185,000.00	221,000.00	241,000.00	647,000.00
1000-1999: Certificated Personnel Salaries	Special Education	227,500.00	350,000.00	215,000.00	350,000.00	350,000.00	915,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	6,000.00	3,000.00	6,000.00	3,000.00	3,000.00	12,000.00
2000-2999: Classified Personnel Salaries	Base	30,000.00	20,000.00	50,000.00	53,000.00	33,000.00	136,000.00
2000-2999: Classified Personnel Salaries	Supplemental	160,000.00	140,000.00	140,000.00	140,000.00	140,000.00	420,000.00
4000-4999: Books And Supplies	Base	11,750.00	15,035.00	11,750.00	19,750.00	19,750.00	51,250.00
4000-4999: Books And Supplies	Supplemental	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	7,250.00	19,250.00	22,250.00	35,000.00	35,000.00	92,250.00

* 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	7,000.00	3,000.00	7,000.00	10,000.00	10,000.00	27,000.00
Goal 2	333,250.00	496,035.00	358,250.00	534,250.00	534,250.00	1,426,750.00
Goal 3	141,000.00	138,000.00	141,000.00	138,000.00	138,000.00	417,000.00
Goal 4	22,250.00	22,250.00	22,250.00	35,000.00	35,000.00	92,250.00
Goal 5	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	210,000.00
Goal 6	32,500.00	33,500.00	32,500.00	32,500.00	32,500.00	97,500.00
Goal 7	1,000.00	0.00	1,000.00	4,000.00	4,000.00	9,000.00
Goal 8	0.00	12,000.00	0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00

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