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.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Palo Alto Academy</td>
<td>Amika M. Guillaume</td>
<td><a href="mailto:aguillaume@seq.org">aguillaume@seq.org</a></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>650.839.8900</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Our Vision
All students will graduate college-ready, empowered with the knowledge, skills and passion to positively impact their own lives, their community and the global society.

Since the high school was founded in 2001, EPAA has made a strong contribution to the success of youth in the East Palo Alto and eastern Menlo Park, Belle Haven community.

Serving up to 360 students each year in grades nine through twelve, East Palo Alto Academy reflects the population of the East Palo Alto community, which is approximately 80% Latino, 10% African-American, 8% Pacific Islanders, and 2% Asian, Filipino, White, and American Indian. Admission is open to all who apply. Of the school’s students, about 75% are bilingual English language learners and more than 95% qualify as Free or Reduced Lunch status.

The school supports a wide range of student needs, which have been exacerbated by a growing housing crisis and poverty in the East Palo Alto community. Many families are new immigrants. School surveys indicate that approximately 75% of students’ parents were born in a country other than the United States. About 65% of the parents have less than a high school education.

In 2008-09, 100% of the school’s incoming 9th graders from schools in the Ravenswood district tested at a sixth grade reading level or below. In 2016, entering 9th graders scored significantly below grade level in both reading and mathematics on the SUHSD administered GMRT and MDTP benchmark assessments; in addition, about 1/3 of the school’s students transfer in after the beginning of 9th grade from other high schools, primarily from the Sequoia district. Many of these
students have had difficulties in the larger comprehensive school they attended and many enter with severe credit deficiencies.

When evaluating students’ progress towards on-time graduation, the benefits of EPAA become very clear. Relative to other students from East Palo Alto (94303 home zip code), attending one of the four larger comprehensive high schools in the Sequoia Union High School district, EPAA students are more likely to graduate on time. In the 2014 - 2015 school year only 52.8% of 9th graders in the 4 comprehensives from 94303 were on track to graduate on time, which is in sharp contrast to the 86.6% of EPAA 9th graders on track. The discrepancy continues the following year, with only 45.28% of 10th graders from 94303 earning credits towards graduation in 2015-2016, relative to the 82.5% of EPAA 10th graders.

Wherever students start in their learning, the East Palo Alto Academy High School has supported them to complete high school and to connect to college entrance and viable careers.

• EPAA high school has sent more than 90% of its graduates on to postsecondary education each year since the first graduating class in 2005.

• The proportion admitted to 4-year colleges has increased steadily, from 30% in the first graduating class of 2005 to 39% in the class of 2015.

• Graduates are regularly admitted to all of the University of California and California State University campuses, as well as to a wide range of public and private colleges across the country, such as Dartmouth, Santa Clara University, Smith College, University of Colorado, Syracuse University, Whittier College, Northeastern University, St. Mary’s College, Notre Dame de Namur, and more.
LCAP Highlights
Identify and briefly summarize the key features of this year's LCAP.

EPAA has aligned the following same goals as years past to the state priorities as follows:

Goal 1: Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase the number of teachers who reflect demographically the students we serve.

Actions/Services
• Recruit former graduates, people from within the community, and set up a teaching pipeline to target students from an early age to teach for school. Establish retention baselines of highly qualified teachers of diverse backgrounds.
• Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential.
• Continue to attend SUHSD teacher recruitment fairs.

Goal 2: Implementation of Common Core State Standards and Student Achievement: All students will have access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

Actions/Services
• Integrate collaborative planning time in the school’s master schedule and professional development calendar.
• An English Language Development teacher, along with a Literacy Specialist, provides instructional and curricular support to all teachers.
• Teachers use published curricular maps to guide planning and instruction.

Goal 3: Promote and increase school and community connectedness by providing quality site-wide parent and community engagement and education opportunities.

Actions/Service #2: Parent Project
• Using staff members who reflect the demographics of the community to recruit families to participate in parent committees and volunteer opportunities. Continue to offer food, daycare, translation and other incentives as need to parent participants at the two- three regularly scheduled monthly parent meetings and workshops.
• Hold two lunchtime community fairs during the school year. Have community partners work with College Counselor to set up meaningful extracurricular opportunities for students.
• Build leadership among parents currently involved in on-site committees and use their expertise and knowledge of the community to help recruit more parents.

Goal 4: Increase the level of 4-year college applications, acceptances and student eligibility rate, specifically graduating A-G compliant. Additionally, offering support to long-term English Language learners.

Action/Services
• Ensure master schedule is inclusive of A-G courses and fully staff the course offerings. Continue to align graduation requirements with courses that meet A-G subject area courses. Increase student and family awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework.
• Enroll students in appropriate A-G courses, as needed.
• Provide credit recovery options for students in need of making up Ds in A-G courses.
• Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor.
• Offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work, as well as push in support for students.
• Offer small class size, including Instructional Aide support and Americorps academic support.

Goal 5: Create rigorous intervention plans to improve the academic success of all students to eliminate achievement disparities between student subgroups.

Actions/Services:
• Provide time weekly for teachers to meet and analyze student data to then report to administrative advisory liaisons. Follow up includes conversations and action items for topics to discuss during Advisory or CARE Team.
• Utilize advisory model to intervene with every student including holding grade-level team meetings with students and parents.
• Utilize Americorps staff to help work with individual students before, during, and after school.
• Work with school based mental health team to provide "Break Free from Depression" curriculum, in addition to drug and alcohol cessation and prevention programs for students.
• Utilize wrap-around services provided by Stanford University to EPAA students, including support from Lucille Packard Children’s Health Services.

Goal 6: Implementation of a Three-Tiered Positive Behavior Intervention and Support system, supported by Restorative Justice practices. With the specific goal of promoting positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrualment, graduation, dropout, suspension, and expulsion rates.

Actions/Services:
• Fund and maintain programs (e.g., mental health services, Restorative Justice) to reduce suspensions and implement alternatives to suspension programs at site.
• Maintain support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk.
• Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance.
• Continue restorative justice class and trainings, allowing staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.

Goal 7: Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students' capacity to think deeply and analytically.

Actions/Services:
• Provide built-in collaboration time during weekly staff development.
• Provide ongoing professional development on Depth of Knowledge, differentiated instruction and the CCSS/NGSS.
• Advisors align curricula and evolved Advisory Program during prep periods, and designated times for staff collaboration.
• Provide release period for teacher advisory lead to facilitate/coordinate all things advisory.

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

East Palo Alto Academy is proud of our collaborative work that has resulted in some great outcomes for students and our community.

- From the three indicators currently addressed by the State Dashboard, the one for which the performance of EPAA is “Green” is the Graduation Rates Indicator. For all of our students who are also “all socio-economic disadvantaged” we went from 80.3% in 2013-2014 to 88.5% in 2014-2015. Graduation Rates continue to out-pace the state for similar demographics.
- Overall improvement in the state-wide SBAC testing resulting in commendation from the SUHSD School Board. From 2015 to 2016 the percentage of students who nearly met to exceeded proficiency in English went from 65% in 2015, to 78% in 2016
- Attendance continues to out-pace the state for similar demographics. December of 2017 ADA was at 93%, higher than the SUHSD average of 89.9%.
- Tremendous growth in systems and consistency in all areas from attendance monitoring, SST implementation, to Special Education identification and support.

EPAA will continue in our various forms of collaboration and planning that has supported these results.

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

From the three indicators currently addressed by the State Dashboard, the one for which the performance of EPAA is “Orange” is the English Learner Progress Indicator. The level is “medium” and the status change is “declined” by 3.1%. In addition, with respect to the Suspension Rate indicator the performance of EPAA in 2013-2014 was at 6.4%, increasing to 9.3% in 2014-2015.

Academically, as measured by the 11th grade SBAC results EPAA must continue to grow in proficiency levels. From 2015 to 2016 the percentage of students who nearly met to exceeded proficiency in English went from 65% in 2015, to 78% in 2016, which is moderate growth, but not enough, with the vast majority of students within the “nearly met” range of 34% in 2015 to 35% in 2016. Math has the greatest need with only 27% nearly met to exceeded proficiency in 2015, to 30% in 2016, with the most stark number, that of the 73% who did NOT meet proficiency in 2015, to 70% in 2016.

The steps EPAA is planning on taking to address these areas with greatest need for improvement are outlined in the LCAP as follows:

English Learners Progress Indicators

- Goal 1: Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase the number of teachers who reflect demographically the students we serve.

- Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS.
• Goal 5: Create rigorous intervention plans to improve the academic success of all students to eliminate achievement disparities between student subgroups.

Suspension Rate Indicator
• Goal 1: Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase the number of teachers who reflect demographically the students we serve.

• Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS.

• Goal 5: Create rigorous intervention plans to improve the academic success of all students to eliminate achievement disparities between student subgroups.

• Goal 6: Implementation of a Three-Tiered Positive Behavior Intervention and Support system, supported by Restorative Justice practices. With the specific goal of promoting positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrualment, graduation, dropout, suspension, and expulsion rates.

Academic Proficiency Levels as Measured by the 11th Grade SBAC
• Addressed through goals 1-7 of the LCAP.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps
The state indicators for which performance gaps between all students and subgroup are below, with only one area indicating a gap of “two or more performance levels”.
• Suspension Rates: All (Orange), Hispanic/Latino (Yellow), English Learners (Red)
• Graduation Indicator: All & Socioeconomically Disadvantaged (Green), Hispanic/Latino (Yellow)

To address these performance gaps, the following LCAP Goals outline the steps SUHSD is planning on taking:
• Suspension Rates: Goals #1, 2, 3, 4, 5, 6, & 7
• Graduation Rates: Goals #1, 2, 3, 4, 5, 6, & 7

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
As mentioned in our introduction, East Palo Alto Academy exists specifically to serve the needs of our most “at-risk” students. The vast majority of our students are low-income English Language Learners. Additionally only 35% of our students’ families attended high school and more than 50% of our students qualify as homeless, living without a fixed address.

For this reason our charter school relies on the support of Sequoia Union High School District colleagues and resources, in addition to support from the Stanford Graduate School of Education
and the East Palo Alto Academy Foundation. More specifically East Palo Alto Academy has the benefit of a small campus, much smaller than average teacher to student ratio and a robust team for wrap-around services. Our services includes a full-time social worker, a Restorative Justice coordinator, in addition to 3 part-time therapy interns, facilitated by a psychiatry intern and a fully qualified supervisor.

To better serve our students, families and community we will work hard towards: Goals #3, 5 and 6.

### Budget Summary

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$4,811,637</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year</td>
<td>$4,811,638.00</td>
</tr>
</tbody>
</table>

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.

While the funds for the planned actions/services are all part of the General Fund budget, there are additional salaries and benefits of District business office support staff, routine maintenance of grounds and facilities, utilities, as well as additional support to the special education program and food services that the district offers the LEA, as it is a dependent charter. In addition, there are district offered contracted services for legal counsel, human resources and administrative services that are not part of the general fund budget.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$0</td>
</tr>
</tbody>
</table>
**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**

Basic Services: Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase the number of teachers who reflect demographically the students we serve.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent of highly qualified teachers</strong></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong> Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which they are assigned**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent/number of teachers teaching in subject areas without appropriate credential</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong> Enhance recruitment and hiring practices district wide and demonstrate an increase in the number and/or percent of teachers hired that reflect the overall student demographics.**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected

**Metric/Indicator**
Demographic breakdown of all teachers hired during current school year

**Baseline**
2016-17 Teacher Hires - Total 4
- 1 Asian
- 3 Caucasian

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**Metric/Indicator**
Number of new teachers participating in PD programs

**17-18**
Continue to support teachers new to the district.

**Baseline**
Total New Teacher participation in PD 4
- 4 with assigned mentors
- 4 actively involved with advisory, grade level, committee and exhibition teams.

---

**Metric/Indicator**
Number of teachers certified to teach ELA/ELD

**17-18**
100%

**Baseline**
100%

---

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Recruit former graduates, people from within the community, and set up a teaching pipeline to target students from an early age to teach for school.

• Establish retention baselines of highly qualified teachers of diverse backgrounds.

• Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential.

• Continue to attend SUHSD teacher recruitment fairs.

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

Students to be Served
   All

Location(s)
   Specific Schools: EPAA

5000-5999: Services And Other Operating Expenditures Base $3,500
**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- Schoolwide

**Locations**
- Specific Schools: EPAA

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
- Continue to attend SUHSD teacher recruitment fairs.

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

Students to be Served
All

Location(s)

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

Students to be Served

Scope of Services
LEA-wide

Locations

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.
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

Implementation of Common Core State Standards: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/ELA Scores on CAASPP tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong> Increase the CAASPP scores in ELA and Math for proficient and above by 3% above baseline across all groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> CAASPP Scores 16-17 for Math and ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher implementation of CCSS curriculum and strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong> Admin will observe consistent teacher use of CCSS curriculum and strategies by 60% of core content teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> Walk-through Tool Kick-up district dashboard- core subject areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTEL subgroup scores on CAASPP data</td>
<td>17-18 Increase scores in ELA-Math by 5% more in proficient and above</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>CAASPP data for Long Term English Learners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrate collaborative planning time in the school’s master schedule and professional development calendar.</td>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All</td>
<td></td>
<td>$293,426 Base; $57,858 Categorical 1000-1999: Certificated Personnel Salaries Base $351,284</td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services
  LEA-wide

Locations

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>An English Language Development teacher, along with a Literacy Specialist, provides instructional and curricular support to all teachers.</td>
<td></td>
<td>$139,527 Base; $147,486 Concentration; $78,384 Categorical 1000-1999: Certificated Personnel Salaries Base $365,397</td>
<td></td>
</tr>
</tbody>
</table>

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

Students to be Served
  All

Location(s)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services**
- LEA-wide

**Locations**

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Finalize math curriculum maps. Publish and utilize all curricular maps.</td>
<td></td>
<td>$329,639 Base; $45,300 Base; $6,700 Categorical 1000-1999: Certificated Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td>Base $381,639</td>
<td></td>
</tr>
<tr>
<td><strong>Students to be Served</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services
  LEA-wide

Locations
  Specific Schools: EPAA

**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.
**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

**Parental Involvement:** Promote and increase school and community connectedness by providing quality site-wide parent and community engagement and education opportunities.

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

- **State Priorities:** Priority 3: Parental Involvement (Engagement)
- **Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt; English Language Advisory Committees (ELAC)<strong>&lt;br&gt;17-18&lt;br&gt;Establish ELAC membership and train members on their roles and responsibilities</strong>&lt;br&gt;Baseline&lt;br&gt;Establishment of committee and training of members</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Collaboration amongst parent groups (School Site Council, SSC and ELAC)<strong>&lt;br&gt;17-18&lt;br&gt;Increase diversity of involvement in SSC/ELAC monthly meetings</strong>&lt;br&gt;Baseline&lt;br&gt;Number of events/meetings held at each school site</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Participation rates of parents of unduplicated students- site events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected

**17-18**
Sites will identify at least one parent of each unduplicated student group (EL/RFEP, Foster Youth, Low Income) to work with and include in site parent activities

**Baseline**
Number of parents of unduplicated students attending school meetings along with number of events they attended

### Metric/Indicator

**Parent Project**

**17-18**
Increase overall parent participation by 10%

**Baseline**
Parent participation rates and number of sessions offered:
- Spring 2017 - 18 parents

### Metric/Indicator

**Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee)**

**17-18**
At least one parent of EL and one of FY/Low Income students

**Baseline**
Establish Baseline

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Using staff members who reflect the demographics of the community to recruit families to participate in parent committees and volunteer opportunities. Continue to offer food, daycare, translation and other incentives as need to parent participants.

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

Students to be Served
All

Location(s)

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

Students to be Served
English Learners
Foster Youth
Low Income

Scope of Services
LEA-wide

Locations

Action 2

Planned

Actual

Budgeted

Estimated Actual

$86,303 Base; $42,000 Community 1000-1999: Certificated Personnel Salaries Base $128,303
- Hold two lunchtime community fairs during the school years. Have community partner work with College Counselor to set up meaningful extracurricular opportunities for students.

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

**Students to be Served**
- All

**Location(s)**

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

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide
- Limited to Unduplicated

**Locations**
- Specific Schools: EPAA

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$50,000 Base; $94,769 Community 1000-1999: Certificated Personnel Salaries Base $144,769</td>
<td></td>
</tr>
</tbody>
</table>
- Build leadership among parents currently involved in on-site committees and use their expertise and knowledge of the community to help recruit more parents.

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

**Students to be Served**

All

**Location(s)**

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

$51,202 Base; $8,000 Base

1000-1999: Certificated Personnel Salaries Base $59,202
**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.
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

Pupil Achievement-College & Career:
Increase the level of 4-year college applications, acceptances and student eligibility rate, specifically graduating A-G compliant. Additionally, offering support to long-term English Language learners.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-G Completion Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Increase by 10% to 45%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>2016: 12th grade 41.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Progress Indicator (ELPI)- State Dashboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Move Up: Color (Yellow), Level (Medium- 74.0%), Status Change (Increased- 1.4%)</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2017 Baseline: Color (Orange), Level (Medium - 72.6%), Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change (Declined -3.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Assessment of California (ELPAC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase rate making progress by 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2018- Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC- ELA &amp; Math (11th Grade, Spring 2016)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Met/Exceeded: 47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nearly Met: 39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Math):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Met/Exceeded: 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nearly Met: 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Met/Exceeded: 43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nearly Met: 35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Math):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Met/Exceeded: 11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nearly Met: 9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| • Ensure master schedule is inclusive of A-G courses and fully staff the course offerings. Continue to align graduation requirements with courses that meet A-G subject area courses. Increase student and family awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework.  
• Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Canada College, etc.  
• Provide credit recovery for students in need of making up Ds in A-G courses. | | | |
| **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** | | | |
| **Students to be Served** | | | |
| All | | | |
| **Location(s)** | | | |
| Specific Schools: EPAA | | | |
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor.</td>
<td>$37,500 Base; $115,144 Community 2000-2999: Classified Personnel Salaries Base $154,644</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- Specific Schools: EPAA
- Specific Grade Spans: 9th
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work, as well as push in support for students.</td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Base $457,049</td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
  All

Location(s)

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

Students to be Served
  English Learners
  Foster Youth
  Low Income

Scope of Services
  LEA-wide

Locations

**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.

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

Pupil Engagement: Create rigorous intervention plans to improve the academic success of all students to eliminate achievement disparities between student subgroups.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 7:</td>
<td>Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students referred for Pre-SST per ADA collaboration days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Maintain referrals to 8-10%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>27 referrals in 2015-2016</td>
<td>25 referrals in 2016-2017</td>
</tr>
<tr>
<td>Number of students referred for therapeutic counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Maintain referrals to 8-10%</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Number of students participating in office hours.</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>5-15 students in average after school office hours</td>
<td></td>
</tr>
<tr>
<td><strong>2015-2016</strong></td>
<td>27 referrals in 2015-2016</td>
<td></td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td>25 referrals in 2016-2017</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Number of students participating in after school tutoring.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>15-25 students in average after school office hours</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>Increase participation by 10%</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide time weekly for teachers to meet and sit down and analyze student data and report data to administrative areas. Follow up includes conversations and action items for topics to discuss during Advisory.</td>
<td></td>
<td>$100,000</td>
<td></td>
</tr>
</tbody>
</table>
• Utilize advisory model to intervene with every student including holding grade-level team meetings with students and parents.

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

Students to be Served
All

Location(s)

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

Students to be Served
English Learners
Foster Youth
Low Income

Scope of Services
LEA-wide

Locations

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilize Americorps staff to help work with individual students</td>
<td></td>
<td>$5,000 Base; $35,000 Categorical; $18,000 Community</td>
<td></td>
</tr>
</tbody>
</table>
before, during, and after school.
- Work with 1EPA to provide drug and alcohol cessation and prevention programs for students.

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

**Students to be Served**
All

**Location(s)**
Specific Schools: EPAA

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

**Students to be Served**
English Learners
Foster Youth
Low Income

**Scope of Services**
LEA-wide

**Locations**

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4000-4999: Books And Supplies Base $58,000
- Utilize wrap-around services provided by Stanford University to EPAA students, including support from Lucille Packard Children's Health Services.

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

**Students to be Served**
- All

**Location(s)**
- Specific Schools: EPAA

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

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**

<table>
<thead>
<tr>
<th>$40,000 Community 5000-5999: Services And Other Operating Expenditures $40,000</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
## 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

School Climate: Implementation of a Three-Tiered Positive Behavior Intervention and Support system, supported by Restorative Justice practices. With the specific goal of promoting positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrualment, graduation, dropout, suspension, and expulsion rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase the % of students on track to graduate on time per credit accumulation.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Increase the percent of students earning credits by 3% of prior year.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>2015-2016: 9th – 88.8%; 10th – 84.2%; 11th 87.1%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decrease the % of students earning a behavioral referral or suspension or expulsion.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Decrease the percent of students earning suspensions and expulsions by 10% of prior year.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Suspensions from 2013-14 thru 2015-2016 were 19, 26 and 6.7. Expulsions for the same time frame were 0, 2 and 4.</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator

Increase the % of students graduating from the senior class.

**17-18**

Increase the percent of students earning their high school diploma per the cohort by 10% of the prior year.

**Baseline**

2014: 96.7%;  
2015: 92.2%;  
2016: 97%

---

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fund and maintain programs (e.g., mental health services, Restorative Justice) to reduce suspensions and implement alternatives to suspension programs at site. <strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td>$175,133 Supplemental; $113,135 Categorical; $55,000 Base; $25,000 Categorical 1000-1999: Certificated Personnel Salaries Supplemental</td>
<td>$368,268</td>
</tr>
<tr>
<td>Students to be Served</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| • Maintain support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk.  
• Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance. | | $236,155 Base; $88,578 Supplemental; $122,271 Categorical; $2,000 Base 2000-2999: Classified Personnel Salaries $449,004 | |

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

**Students to be Served**
- All

**Location(s)**
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
- English Learners
- Foster Youth
- Low Income

Scope of Services
- LEA-wide

Locations

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue restorative justice class and trainings, allowing staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.</td>
<td></td>
<td>$113,841 Base; $50,000 Base; $203,967 Community 1000-1999: Certificated Personnel Salaries Base $367,808</td>
<td></td>
</tr>
</tbody>
</table>

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

Students to be Served
- All

Location(s)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**

---

**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.
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

Course Access: Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students’ capacity to think deeply and analytically.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students who are passing their exhibitions after the first time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of students passing exhibition by 10% more than the previous year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline is TBD based on current passing rates for spring 2017.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Metric/Indicator |          |        |
| Number of students who are passing their exhibition with honors or distinction. |          |        |
| **17-18**        |          |        |
| Increase the number of students passing exhibition with honors or distinction by 10% more than the previous year. |          |        |
| **Baseline**     |          |        |
| Baseline is TBD based on current passing rates for spring 2017. |          |        |
Expected

**Metric/Indicator**
Number of students passing Advisory and all related requirements the first time.

**17-18**
Increase the number of students passing Advisory by 10% more than the previous year.

**Baseline**
Baseline is TBD based on current passing rates for spring 2017.

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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| • Provide built-in collaboration time during weekly staff development.  
• Provide ongoing professional development on differentiated instruction and the CCSS. | | $86,119 Base; $30,000 Community; $183,367 Community; $60,000 Community  
1000-1999: Certificated Personnel Salaries Base $359,486 | |

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

**Students to be Served**
All

**Location(s)**
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advisors align curricula and Advisory Program during prep periods, and designated times for staff collaboration.</td>
<td></td>
<td>$210,956 Base; $65,160 Community 1000-1999: Certificated Personnel Salaries Base $276,116</td>
<td></td>
</tr>
<tr>
<td>• Exhibition teams align rubrics and plan exhibitions during collaboration time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide release period for teacher advisory lead to facilitate/coordinate all things advisory.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.
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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
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**

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
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**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.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Annual Update

LCAP Year Reviewed: 2017-18

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Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |

Actions / Services

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Action 1

Analysis

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Annual Update

LCAP Year Reviewed: 2017-18

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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

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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?

EPAA engages stakeholders in a variety of ways in order to ensure that the decision making process is rooted in data analysis and directly connected to our vision statement and our school wide goals. What is shared below is the most up to date version, informed by what the leadership and administrative team has indicated is the most beneficial version. Because most of the action plan’s implementation requires good communication and strategic planning, the current administration has the following schedule in place.

**Impact on LCAP and Annual Update**

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

As a result of the input gathered the following modifications, additions or deletions were incorporated into the 2017-18 LCAP:

**Goal 1:**
- Elimination of the task force as a strategy
- Continue to build our internal pipeline. Addition of programs to assist classified staff to become credentialed teachers
- Addition of potential on-site childcare for teachers by the SUHSD

**Goal 2:**
- Professional Development expenditures and activities will be very similar. The focus will shift to monitoring and supporting teachers in implementation of curriculum. Purchasing curriculum and materials implementation will continue to require additional funding in the next few years, especially as requested by the Math department.
- There were some changes to the master schedule to provide more strategic support by the ELD and Literacy Specialist teachers.

**Goal 3:**
- Given the decrease in attendance over time during the monthly meetings and the great dedicated attendance at the Parent Project meetings we are taking a different approach to the overall parent opportunities for next year. In addition to our monthly Principal/Parent coffees and SSC/ELAC meetings we will have grade-level specific meetings that are “mandatory” in which we are explicitly taking parents through the
important things they “must know” to support a college going culture. We will also continue to refine our approach to community service so even more students are actively participating in the myriad of opportunities available in our community.

Goal 4:
• We will continue to indicate which courses in transcripts are specifically college A-G courses (which was not true a year ago).
• Students will have more diversified opportunities to make up credits and A-G recovery for a C or better, through other course options, in lieu of Cyber High, with summer school still an additional opportunity.
• We will continue to build relationships with outside non-profit organizations.
• We will be grouping students in need of literacy support and ELD support to benefit from the expertise of our specialized teachers during Advisory.

Goal 5:
• We will be creating more regular methods to support how teachers are performing academic monitoring during Advisory through explicit curriculum and more professional development on how to support during Advisory.
• We will continue to support the reporting of academic and behavioral challenges using the Pre-SST form, reminding teachers how to access the form on a regular basis.
• We will provide more professional development for our Instructional Aids.
• We need to find more systems to ensure students are using the resources available to them, especially additional academic support after school.
• We will see what we can do to provide food to students after dismissal, e.g., leftovers and/or Danny’s food truck here on campus after 4:00 P.M.

Goal 6:
• There was the addition of a disciplinary committee of which EPAA Vice Principal and RJ Coordinator participated to look more holistically at each student and what services they may need to access through a multi-tiered system of support. This is being done cooperatively with district administrative representation from each high school, members of the Board of Trustees and the County Office of Education.
• There was a decision to begin expanding disciplinary systems to include a 3-tiered PBIS model that includes operating with a Restorative Justice philosophy to better support the need for clear and consistent systems and rules for the entire school. It is our hope that more consistent use of rules and expectations supported by the RJ Coordinator will result in a decrease in behavioral referrals, tardies and excessive absences.

Goal 7:
• We have expanded this goal to include measuring the rates of Exhibition passing and the levels at which they passed (Passed with Contingencies, Passed, Passed with Honors, Passed with Distinction). We have also chosen to begin measuring our students’ success in college. Additionally, we continue to refine the roles of the Lead Advisory and Exhibition Lead, in addition to providing even more structure for both “courses”. We sincerely hope to be able to work with Elevated Achievement again in the near future.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

**Goal 1**

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities:</td>
</tr>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

| Identified Need: |

| Expected Annual Measurable Outcomes |
| --- | --- | --- | --- |
| **Metrics/Indicators** | **Baseline** | **2017-18** | **2018-19** | **2019-20** |
| Percent of highly qualified teachers | 100% | Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned | Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which they are assigned. | Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which they are assigned. |
| Percent/number of teachers teaching in subject areas without appropriate credential | 0 | Enhance recruitment and hiring practices district wide and demonstrate an increase in the number and/or percent of | Enhance the recruitment and hiring practices district wide and demonstrate an increase in the number and/or percent of | Enhance the recruitment and hiring practices district wide and demonstrate an increase in the number and/or percent of |
## 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
OR

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

- Recruit former graduates, people from within the community, and set up a teaching pipeline to target students from an early age to teach for school.
- Establish retention baselines of highly qualified teachers of diverse backgrounds.
- Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential.
- Continue to attend SUHSD teacher recruitment fairs.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$3,500</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>$3,500</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>$3,500</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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</table>
### Action 2

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

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**Actions/Services**

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

**Unchanged Action**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
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<tbody>
<tr>
<td>Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential.</td>
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<td></td>
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</table>

**Budgeted Expenditures**

<table>
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<tr>
<th>Year</th>
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<th>2019-20</th>
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<tbody>
<tr>
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</tbody>
</table>

**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 attend SUHSD teacher recruitment fairs.

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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## Goals, Actions, & Services

**Strategic Planning Details and Accountability**
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(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

---

### Goal 2

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

- **State Priorities:**
- **Local Priorities:**

**Identified Need:**

---

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/ELA Scores on CAASPP tests</td>
<td>CAASPP Scores 16-17 for Math and ELA</td>
<td>Increase the CAASPP scores in ELA and Math for proficient and above by 3% above baseline across all groups</td>
<td>Increase the CAASPP scores in ELA and Math for proficient and above by 6% above baseline across all groups</td>
<td>Increase the CAASPP scores in ELA and Math for proficient and above by 8% above baseline across all groups</td>
</tr>
<tr>
<td>Teacher implementation of CCSS curriculum and strategies</td>
<td>Walk-through Tool Kick-up district dashboard-core subject areas</td>
<td>Admin will observe consistent teacher use of CCSS curriculum and strategies by 60% of core content teachers</td>
<td>Admin will observe consistent teacher use of CCSS curriculum and strategies by 80% of core content teachers</td>
<td>Admin will observe consistent teacher use of CCSS curriculum and strategies by 100% of core content teachers</td>
</tr>
</tbody>
</table>
## Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTEL subgroup scores on CAASPP data</td>
<td>CAASPP data for Long Term English Learners</td>
<td>Increase scores in ELA-Math by 5% more in proficient and above</td>
<td>Increase scores in ELA-Math by 10% more in proficient and above</td>
<td>Increase scores in ELA-Math by 20% more in proficient and above</td>
</tr>
</tbody>
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## Planned Actions / Services

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</thead>
<tbody>
<tr>
<td>• Integrate collaborative planning time in the school’s master schedule and professional development calendar.</td>
<td>1.1 EPAA will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate materials for subject areas</td>
<td>1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate materials for subject areas</td>
</tr>
<tr>
<td></td>
<td>• English: 100% implementation of common units and CCSS standards and strategies, including assessments with DOK level 3 and 4 consistently used</td>
<td></td>
</tr>
</tbody>
</table>
• Math: Algebra I, Geometry, and Algebra II 100% implementation of new texts including assessments with DOK level 3 and 4 questions and numeracy strategies
• Science: 100% of teachers will implement NGSS units including assessments with DOK level 3 and 4 questions
• Social Studies: 100% of teachers will implement literacy standards including assessments with DOK level 3 and 4 questions

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$351,284</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries $293,426 Base; $57,858 Categorical</td>
</tr>
<tr>
<td>2018-19</td>
<td>$351,284</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries $293,426 Base; $57,858 Categorical</td>
</tr>
<tr>
<td>2019-20</td>
<td>$351,284</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries $293,426 Base; $57,858 Categorical</td>
</tr>
</tbody>
</table>

**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)

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

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

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

2017-18 Actions/Services
- An English Language Development teacher, along with a Literacy Specialist, provides instructional and curricular support to all teachers.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$365,397</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$139,527 Base; $147,486 Concentration; $78,384 Categorical</td>
</tr>
<tr>
<td>2018-19</td>
<td>$365,397</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$139,527 Base; $147,486 Concentration; $78,384 Categorical</td>
</tr>
<tr>
<td>2019-20</td>
<td>$365,397</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$139,527 Base; $147,486 Concentration; $78,384 Categorical</td>
</tr>
</tbody>
</table>

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
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
- Finalize math curriculum maps. Publish and utilize all curricular maps.

### 2018-19 Actions/Services
- Maintain all

### 2019-20 Actions/Services
3.1 Implement EL Achieve’s program, “Constructing Meaning” to assist Long Term English Learners
- Train a minimum of 50 teachers
- Implement district and site support structures for follow-up and support of teachers
- Offering training with SUHSD trainers
- Send coaches, teachers and administrators to at least one Leadership Institute (6 staff members minimum)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$381,639</td>
<td>$381,639</td>
<td>$381,639</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries $329,639 Base; $45,300 Base; $6,700 Categorical</td>
<td>1000-1999: Certificated Personnel Salaries $329,639 Base; $45,300 Base; $6,700 Categorical</td>
<td>1000-1999: Certificated Personnel Salaries $329,639 Base; $45,300 Base; $6,700 Categorical</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities: 
Local Priorities: 

Identified Need: 

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Advisory Committees (ELAC)</td>
<td>Establishment of committee and training of members</td>
<td>Establish ELAC membership and train members on their roles and responsibilities</td>
<td>Establish ELAC membership and train members on their roles and responsibilities</td>
<td>Establish ELAC membership and train members on their roles and responsibilities</td>
</tr>
<tr>
<td>Collaboration amongst parent groups (School Site Council, SSC and ELAC)</td>
<td>Number of events/meetings held at each school site</td>
<td>Increase diversity of involvement in SSC/ELAC monthly meetings</td>
<td>Increase diversity of involvement in SSC/ELAC monthly meetings</td>
<td>Increase diversity of involvement in SSC/ELAC monthly meetings</td>
</tr>
<tr>
<td>Participation rates of parents of unduplicated students- site events</td>
<td>Number of parents of unduplicated students attending school meetings along with</td>
<td>Sites will identify at least one parent of each unduplicated student group (EL/RFEP, Foster)</td>
<td>Sites will identify at least one parent of each unduplicated student group (EL/RFEP, Foster)</td>
<td>Sites will identify at least one parent of each unduplicated student group (EL/RFEP, Foster)</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Parent Project</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>number of events they attended</td>
<td>Youth, Low Income) to work with and include in site parent activities</td>
<td>Youth, Low Income) to work with and include in site parent activities</td>
<td>Youth, Low Income) to work with and include in site parent activities</td>
</tr>
<tr>
<td>Representation of parents of</td>
<td>Parent participation rates and number of sessions offered:</td>
<td>Increase overall parent participation by 10%</td>
<td>Increase overall parent participation by 10%</td>
<td>Increase overall parent participation by 10%</td>
</tr>
<tr>
<td>unduplicated students in</td>
<td>• Spring 2017 - 18 parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(School Site Council, Shared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making Committee,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner Advisory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish Baseline</td>
<td></td>
<td>At least one parent of EL and one of FY/Low Income students</td>
<td>At least one parent of EL and one of FY/Low Income students</td>
<td>At least one parent of EL and one of FY/Low Income students</td>
</tr>
<tr>
<td>(Select from English Learners,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth, and/or Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope of Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Select from All, Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with Disabilities, or Specific</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Groups)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Select from English Learners,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth, and/or Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

OR

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

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

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

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

### 2017-18 Actions/Services

- Using staff members who reflect the demographics of the community to recruit families to participate in parent committees and volunteer opportunities. Continue to offer food, daycare, translation and other incentives as need to parent participants.

### 2018-19 Actions/Services

### 2019-20 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$128,303</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $86,303 Base; $42,000 Community</td>
</tr>
<tr>
<td>2018-19</td>
<td>$128,303</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $86,303 Base; $42,000 Community</td>
</tr>
<tr>
<td>2019-20</td>
<td>$128,303</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $86,303 Base; $42,000 Community</td>
</tr>
</tbody>
</table>

### 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)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold two lunchtime community fairs during the school years. Have community partner work with College Counselor to set up meaningful extracurricular opportunities for students.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$144,769</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $50,000 Base; $94,769 Community</td>
</tr>
<tr>
<td>2018-19</td>
<td>$144,769</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $50,000 Base; $94,769 Community</td>
</tr>
<tr>
<td>2019-20</td>
<td>$144,769</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $50,000 Base; $94,769 Community</td>
</tr>
</tbody>
</table>

**Action 3**

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

<table>
<thead>
<tr>
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<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
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OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
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</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

- Build leadership among parents currently involved in on-site committees and use their expertise and knowledge of the community to help recruit more parents.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$59,202</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $51,202 Base; $8,000 Base</td>
</tr>
<tr>
<td>2018-19</td>
<td>$59,202</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $51,202 Base; $8,000 Base</td>
</tr>
<tr>
<td>2019-20</td>
<td>$59,202</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $51,202 Base; $8,000 Base</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
<tr>
<td>A-G Completion Rates</td>
</tr>
<tr>
<td>English Language Progress Indicator (ELPI)- State Dashboard</td>
</tr>
<tr>
<td>English Language Proficiency Assessment of California (ELPAC)</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>SBAC- ELA &amp; Math (11th Grade, Spring 2016)</td>
</tr>
<tr>
<td>ELA:</td>
</tr>
<tr>
<td>Nearly Met: 35%</td>
</tr>
<tr>
<td>Mathematics (Math):</td>
</tr>
<tr>
<td>Nearly Met: 9%</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

OR

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

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

### 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

- Ensure master schedule is inclusive of A-G courses and fully staff the course offerings. Continue to align graduation requirements with courses that meet A-
G subject area courses. Increase student and family awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework.

- Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Canada College, etc.
- Provide credit recovery for students in need of making up Ds in A-G courses.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$747,169</td>
<td>$747,169</td>
<td>$747,169</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### 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)

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
### Unchanged Action

**2017-18 Actions/Services**
- Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$154,644</td>
<td>$154,644</td>
<td>$154,644</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries $37,500 Base; $115,144 Community</td>
<td>2000-2999: Classified Personnel Salaries $37,500 Base; $115,144 Community</td>
<td>2000-2999: Classified Personnel Salaries $37,500 Base; $115,144 Community</td>
</tr>
</tbody>
</table>

### 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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**
- Offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work, as well as push in support for students.
- Offer small class size, including Instructional Aide support and Americorps academic support.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>Amount</th>
<th>$457,049</th>
<th>Source</th>
<th>Base</th>
<th>Budget Reference 1000-1999: Certificated Personnel Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2018-19</td>
<td>Amount</td>
<td>$457,049</td>
<td>Source</td>
<td>Base</td>
<td>Budget Reference 1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>Year</td>
<td>2019-20</td>
<td>Amount</td>
<td>$457,049</td>
<td>Source</td>
<td>Base</td>
<td>Budget Reference 1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

**Goal 5**

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

| State Priorities: |
| Local Priorities: |

**Identified Need:**

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students referred for Pre-SST per ADA collaboration days.</td>
<td>27 referrals in 2015-2016 25 referrals in 2016-2017</td>
<td>Maintain referrals to 8-10%</td>
<td>Maintain referrals to 8-10%</td>
<td>Maintain referrals to 8-10%</td>
</tr>
<tr>
<td>Number of students referred for therapeutic counseling</td>
<td>27 referrals in 2015-2016 25 referrals in 2016-2017</td>
<td>Maintain referrals to 8-10%</td>
<td>Maintain referrals to 8-10%</td>
<td>Maintain referrals to 8-10%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of students participating in office hours.</strong></td>
<td>5-15 students in average after school office hours</td>
<td>Increase participation by 10%</td>
<td>Increase participation by 10%</td>
</tr>
<tr>
<td><strong>Number of students participating in after school tutoring.</strong></td>
<td>15-25 students in average after school office hours</td>
<td>Increase participation by 10%</td>
<td>Increase participation by 10%</td>
</tr>
</tbody>
</table>

### 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)

**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**
  - 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 time weekly for teachers to meet and sit down and analyze student data and report data to administrative
areas. Follow up includes conversations and action items for topics to discuss during Advisory.

- Utilize advisory model to intervene with every student including holding grade-level team meetings with students and parents.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### 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)

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

- Unchanged Action
- Unchanged Action
- Unchanged Action
• Utilize Americorps staff to help work with individual students before, during, and after school.
• Work with 1EPA to provide drug and alcohol cessation and prevention programs for students.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$58,000</td>
<td>$58,000</td>
<td>$58,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies $5,000 Base; $35,000 Categorical; $18,000 Community</td>
<td>4000-4999: Books And Supplies $5,000 Base; $35,000 Categorical; $18,000 Community</td>
<td>4000-4999: Books And Supplies $5,000 Base; $35,000 Categorical; $18,000 Community</td>
</tr>
</tbody>
</table>

**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:**
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**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Unchanged Action

2018-19 Actions/Services

Unchanged Action

2019-20 Actions/Services
Utilize wrap-around services provided by Stanford University to EPAA students, including support from Lucille Packard Children’s Health Services.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$40,000</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$40,000 Community</td>
</tr>
<tr>
<td>2018-19</td>
<td>$40,000</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$40,000 Community</td>
</tr>
<tr>
<td>2019-20</td>
<td>$40,000</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$40,000 Community</td>
</tr>
</tbody>
</table>
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 6

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

Identified Need:

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the % of students on track to graduate on time per credit accumulation.</td>
<td>2015-2016: 9th – 88.8%; 10th – 84.2%; 11th 87.1%</td>
<td>Increase the percent of students earning credits by 3% of prior year.</td>
<td>Increase the percent of students earning credits by 3% of prior year.</td>
<td>Increase the percent of students earning credits by 3% of prior year.</td>
</tr>
<tr>
<td>Decrease the % of students earning a behavioral referral or suspension or expulsion.</td>
<td>Suspensions from 2013-14 thru 2015-2016 were 19, 26 and 6.7. Expulsions for the same time frame were 0, 2 and 4.</td>
<td>Decrease the percent of students earning suspensions and expulsions by 10% of prior year.</td>
<td>Decrease the percent of students earning suspensions and expulsions by 10% of prior year.</td>
<td>Decrease the percent of students earning suspensions and expulsions by 10% of prior year.</td>
</tr>
</tbody>
</table>
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)

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

- Unchanged Action

2017-18 Actions/Services

- Fund and maintain programs (e.g., mental health services, Restorative Justice) to reduce suspensions and implement alternatives to suspension programs at site.

2018-19 Actions/Services

- Unchanged Action

2019-20 Actions/Services

- Unchanged Action

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$368,268</td>
<td>$368,268</td>
<td>$368,268</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries $175,133 Supplemental; $113,135 Categorical; $55,000 Base; $25,000 Categorical</td>
<td>1000-1999: Certificated Personnel Salaries $175,133 Supplemental; $113,135 Categorical; $55,000 Base; $25,000 Categorical</td>
<td>1000-1999: Certificated Personnel Salaries $175,133 Supplemental; $113,135 Categorical; $55,000 Base; $25,000 Categorical</td>
</tr>
</tbody>
</table>

**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)

**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

**Unchanged Action**

**2017-18 Actions/Services**

- Maintain support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk.
- Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance.

**2018-19 Actions/Services**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$449,004</td>
<td>$449,004</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$236,155 Base; $88,578 Supplemental; $122,271 Categorical; $2,000 Base</td>
<td>$236,155 Base; $88,578 Supplemental; $122,271 Categorical; $2,000 Base</td>
<td>$236,155 Base; $88,578 Supplemental; $122,271 Categorical; $2,000 Base</td>
</tr>
</tbody>
</table>

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)

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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**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue restorative justice class and trainings, allowing staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$367,808</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$113,841 Base; $50,000 Base;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$203,967 Community</td>
</tr>
<tr>
<td>2018-19</td>
<td>$367,808</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$113,841 Base; $50,000 Base;</td>
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<td></td>
<td></td>
<td>$203,967 Community</td>
</tr>
</tbody>
</table>
## 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

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

### Identified Need:

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who are passing their exhibitions after the first time.</td>
<td>Baseline is TBD based on current passing rates for spring 2017.</td>
<td>Increase the number of students passing exhibition by 10% more than the previous year.</td>
<td>Increase the number of students passing exhibition by 10% more than the previous year.</td>
<td>Increase the number of students passing exhibition by 10% more than the previous year.</td>
</tr>
<tr>
<td>Number of students who are passing their exhibition with honors or distinction.</td>
<td>Baseline is TBD based on current passing rates for spring 2017.</td>
<td>Increase the number of students passing exhibition with honors or distinction by 10% more than the previous year.</td>
<td>Increase the number of students passing exhibition with honors or distinction by 10% more than the previous year.</td>
<td>Increase the number of students passing exhibition with honors or distinction by 10% more than the previous year.</td>
</tr>
</tbody>
</table>
### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

#### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide built-in collaboration time during weekly staff development.</td>
</tr>
<tr>
<td>• Provide ongoing professional development on differentiated instruction and the CCSS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$359,486</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $86,119 Base; $30,000 Community; $183,367 Community; $60,000 Community</td>
</tr>
<tr>
<td>2018-19</td>
<td>$359,486</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $86,119 Base; $30,000 Community; $183,367 Community; $60,000 Community</td>
</tr>
<tr>
<td>2019-20</td>
<td>$359,486</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries $86,119 Base; $30,000 Community; $183,367 Community; $60,000 Community</td>
</tr>
</tbody>
</table>

**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)

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

Modified Action

Unchanged Action

2017-18 Actions/Services

- Advisors align curricula and Advisory Program during prep periods, and designated times for staff collaboration.
- Exhibition teams align rubrics and plan exhibitions during collaboration time.
- Provide release period for teacher advisory lead to facilitate/coordinate all things advisory.

2018-19 Actions/Services

Unchanged Action

2019-20 Actions/Services
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>
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 8

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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
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 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 |

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
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)

<table>
<thead>
<tr>
<th>Goal 10</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$411,197</td>
<td>14.36%</td>
</tr>
</tbody>
</table>

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).

INCREASE/IMPROVEMENT IN SERVICES for Unduplicated Pupils as compared to what is provided for “all” students:

The following services were identified to support and increase the academic performance of foster youth:

- Extensive Wraparound services that includes a full-time Social Worker, part-time team of therapists and a School Psychologist, and access to a fully equipped and staffed mobile health clinic for one day every two weeks.
- Provide professional development for teachers around Growth Mindset, Culturally Responsive Instruction and scaffolding strategies, as well as equip them with supplemental materials that will assist them in providing “access” to rigorous curriculum.
- College Going Team that includes a Guidance Counselor, College and Career Specialist, Senior Seminar Teacher and Advisors for all students for all 4 years.
- Advisory Program for 80 minutes, three times a week.

The following services were identified to support and increase the academic performance of English learners:

- Offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work, as well as push in support for students.
- Offer small class size, including Instructional Aide support and Americorps academic support.
- Ensure master schedule is inclusive of A-G courses and fully staff the course offerings. Continue to align graduation requirements with courses that meet A-G subject area courses. Increase student and family awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework.
- Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Canada College, etc.
- Provide credit recovery for students in need of making up Ds in A-G courses.
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).

- Utilize wrap-around services provide by Stanford University to EPAA students, including support from Lucille Packard Children’s Health Services.
- Utilize Americorps staff to help work with individual students before, during, and after school.

The following services were identified to support and increase the academic performance of Low Income Students:
Most, if not all, of our unduplicated pupils are low-income. Thus, all of the actions and services identified, especially those in Goal 7, support this subgroup. However, specifically speaking, the following has been identified as a service to promote and increase the academic support of low income students:
- Provide professional development for teachers around Growth Mindset, Culturally Responsive Instruction and scaffolding strategies, as well as equip them with supplemental materials that will assist them in providing “access” to rigorous curriculum.
- College Going Team that includes a Guidance Counselor, College and Career Specialist, Senior Seminar Teacher and Advisors for all students for all 4 years.
- Advisory Program for 80 minutes, three times a week.
- Extensive Wraparound services that includes a full-time Social Worker, part-time team of therapists and a School Psychologist, and access to a fully equipped and staffed mobile health clinic for one day every two weeks.
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>%</td>
</tr>
</tbody>
</table>

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).
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/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with
the actions/services included for the LCAP year from all sources of funds, as reflected in
the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under
more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

**Annual Update**

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

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

**Stakeholder Engagement**

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

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

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

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

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year. Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

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

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

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.
New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

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

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

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student
Group(s).” If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

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

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

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

Scope of Service
For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:
• If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
• If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
• If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”. For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

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

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

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

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

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

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

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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